DOCUMENT RESUME

ED 189 382 CE 025 913

TITLE Development of a Marketing Services Curriculum Guide. Final Report, September 1, 1979-June 30, 1980.
INSTITUTION Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
SPONS AGENCY Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
PUB DATE Jun 80
NOTE 503p.

EDRS PRICE MF02/PC21 Plus Postage.
DESCRIPTORS *Business; Competency Based Education; *Curriculum Development; Curriculum Guides; *Distributive Education; *Marketing; Postsecondary Education; *Real Estate Occupations; Secondary Education; Teaching Guides
IDENTIFIERS Illinois; *Personal Services Occupations

ABSTRACT

A project was conducted to develop a marketing services curriculum guide for secondary and postsecondary distributive education programs in the areas of real estate and business/personal services. Interviews were conducted with business people in these two areas to establish their entry-level positions and career-advancement opportunities. Competencies for entry-level positions were identified and validated. Competencies were then categorized, and instructional objectives were written for each category. Curriculum guides were developed for real estate and business/personal services that included areas such as advertising, communications, display, human relations, marketing/economics, management, product/service technology, and selling. (Appended material includes the validation instruments, instructional objectives and competencies for real estate and business/personal services, and field-test copies of the real estate and business/personal services curriculum guides.) (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189382

DEVELOPMENT OF A MARKETING SERVICES CURRICULUM GUIDE

STATE BOARD OF EDUCATION
Donald F. Muirheid, Chairman

Joseph M. Cronin
Superintendent

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Reisinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Department of Adult, Vocational and Technical Education
Springfield, Illinois

CE 025 913

This document has been developed and published under contractual agreement (R33-10X-0424-310) between the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777, and the Department of Vocational Education Studies, Southern Illinois University, Carbondale, Illinois 62901. Contractors undertaking such projects under Illinois State Board of Education sponsorship may express judgments in professional and technical matters. Points of view or opinions, therefore, do not necessarily represent official Illinois State Board of Education position or policy.

The Illinois State Board of Education insures equal employment/educational opportunities/affirmative action regardless of race, sex, color, national origin, religion, age or handicap.

TABLE OF CONTENTS

IOE-DAVTE FUNDING AGREEMENT NUMBER 1

PROJECT TITLE 1

PROJECT DIRECTOR 1

FUNDED AGENCY 1

LOCATION 1

TIME PERIOD COVERED 1

FINAL REPORT ABSTRACT 1

  Objectives of Project 1

  Procedures of Implementation 1

  Contributions to Vocational & Technical Education 2

  Products to be Delivered 2

PAID PARTICIPANTS IN ACTIVITY 3

  Project Director 3

  Researchers 3

  Graduate Assistant 8

  Student Worker 8

RESOURCE LISTING 8

ACCOMPLISHMENTS 9

  Objective A 10

  Objective B 11

  Objective C 12

  Objective D 13

  Objective E 14

TABLE OF CONTENTS Continued

MAJOR ACTIVITIES AND EVENTS 15
  Problems 15
  Publicity Activities 16
  Resource Persons 16
SUMMATIONS OF EVALUATION DATA COLLECTED 17
  Conclusions and Recommendations 17
  Staff Employment and Utilization 17
  Staff Development 17
OTHER ACTIVITIES 18
  Materials Developed 18
APPENDICES 20
  Appendix A 21
  Appendix B 24
  Appendix C 26
  Appendix D 28
  Appendix E 30
  Appendix F 41
  Appendix G 55
  Appendix H 57
  Appendix I 59

FINAL REPORT

IOE-DAVTE FUNDING AGREEMENT NUMBER: R33-10X-0424-310

PROJECT TITLE: Development of a Marketing Services Curriculum Guide

PROJECT DIRECTOR: Dr. Roger L. Luft

FUNDED AGENCY: Southern Illinois University at Carbondale

LOCATION: Carbondale, Illinois

TIME PERIOD COVERED: September 1, 1979 - June 30, 1980.

FINAL REPORT ABSTRACT

OBJECTIVES OF PROJECT: PHASE I

A. Identify entry positions and career ladders in the real estate and business/personal services areas which will be included in the curriculum guides.
B. Identify and validate competencies necessary for entry-level positions.
C. Categorize competencies and develop instructional objectives for these entry-level competencies.
D. Develop learning activities and identify resources necessary to prepare students for entry employment which allow for advancement up the career ladder.
E. Print field test copies of the real estate and business/personal services curriculum guides to be distributed to 200 locations around the state of Illinois for field testing.

PROCEDURES OF IMPLEMENTATION:

A. Determine entry level positions and opportunities for advancement.
B. Identify competencies that are necessary for entry employment opportunities.
C. Secure validation of the competencies that have been identified.
D. Develop learning activities and identify resources for teaching.
E. Develop the curriculum guides which state objectives, suggested learning activities, and references for classroom use.
F. Print and distribute field test materials.
G. Prepare the necessary reports as required by IOE-DAVTE.
H. An advisory panel and the IOE Consultants will be utilized throughout the conduct of the project's developmental activities.

CONTRIBUTION TO VOCATIONAL & TECHNICAL EDUCATION:

The Real Estate and Business/Personal Service Curriculum Guides will expand the scope of vocational education in the marketing and distribution area by providing guides to be used in instruction for the Marketing Services area, the fastest growing area of marketing occupations. It will also bring the development of marketing and distribution curriculum guides closer to completion.

PRODUCTS TO BE DELIVERED:

A. Quarterly Report
B. Final Report

PAID PARTICIPANTS IN ACTIVITY:

PROJECT DIRECTOR:

Dr. Roger L. Luft, Teacher Educator for Marketing and Distribution at Southern Illinois University directed the project to develop the curriculum guides in the marketing services areas. He has had considerable experience directing funded projects and has served as a consultant for other projects.

In addition, Luft has been employed as a licensed real estate salesperson and a licensed insurance salesperson. He is presently corporate officer of a corporation that owns a private employment agency, a personal services business. A list of Luft's publications is included on the following page.

RESEARCHERS:

Janice Cluck, who was a researcher one-half time on the Hardware--Building Materials--Farm and Garden Curriculum Guide developed under Luft's direction, filled a one-half time researcher position on this activity as well. She completed her Master of Science degree in Business Education at SIU-C in August, 1979, with an emphasis in Marketing and Distribution. She possesses great skill in the research and writing areas and has work experience in marketing-related occupations. A personal data sheet is included following that of the Project Director.

Frank Klein was a researcher one-half time on the Marketing Services Curriculum Guide. He was a Doctoral student in Vocational Education Studies and he possessed research-related work experience prior to this appointment. His professional conduct and productivity while working on this project was exceptional. He resigned his position in December, 1979 in order to return to his former job in Dhanbad, India.

PUBLICATIONS

Luft, Roger L. Principles of Supervision. Albany, NY: Delmar Publishers. Scheduled for release October, 1980. Approximately 400 pages.

Luft, Roger L. Basic Applied Salesmanship. Logan, Utah: Utah State University, 1978. 112 pages.

Luft, Roger L. "Teaching Important Intangibles," Business and Office Insider of VocEd, January 1980, Vol. 55, No. 1, p. 42d.

Luft, Roger L. "Teaching Important Intangibles," Administration Insider of VocEd, February 1980, Vol. 55, No. 2, p. 26g.

Luft, Roger L. "Community Resources to Enhance Career Prospects for Students," The Balance Sheet, February 1980, Vol. LXI, No. 5, pp. 196-199.

Luft, Roger L. and McDonald, Bruce A. "Evaluating the Management of Cooperative Marketing Instruction," Distributive Educators Digest, Fall 1979, pp. 23-27.

Luft, Roger L. "A Primer on Distributive Education for Southern Illinois," in the Delta Pi Epsilon Yearbook Number Three, Contributions to Business Education 1979, Beta Omicron Chapter, Southern Illinois University, Carbondale, Illinois, July 1979, pp. 15-19.

Luft, Roger L. "Employer Expectations of Secondary Business and Distributive Education Students," California Business Education Journal, February 1979, Vol. XIV, No. 2, pp. 24-28 & 32.

Luft, Roger L. and Dan Jones. "Career Planning: Choice Not Chance," Business Education Forum, December 1978, Vol. 33, No. 3, pp. 23-25.

Luft, Roger L. "What Do Employers Want From Our Students?" in the Utah State Business Educator, Fall-Winter, 1977, Vol. 12, No. 2. Department of Business Education, Utah State University, Logan, Utah.

Luft, Roger L. "Articulation in D. E./Marketing in Northern Utah" in the Utah State Business Educator, Spring-Summer, 1977, Vol. 11, No. 2. Department of Business Education, Utah State University, Logan, Utah.

Luft, Roger L. "General Merchandising, the Middleperson" in the Utah State Business Educator, Fall-Winter, 1976, Vol. 11, No. 1. Department of Business Education, Utah State University, Logan, Utah.

Luft, Roger L. Development of a Hardware - Building Materials - Farm and Garden Curriculum Guide. Vocational Education Studies, Southern Illinois University, Carbondale, Illinois, 1979. 72 Page Final Report.

Luft, Roger L. Introduction to Business Education - Fourteen Modules for VES 210 - Developed through grant from the Office of Academic Affairs and Research, SIU - Carbondale, Illinois, Summer 1979. 265 pages.

Luft, Roger L. "Business, Office, and Marketing Education at Southern Illinois University at Carbondale," Slide/Tape presentation developed through a grant from the Office of Academic Affairs and Research, SIU - Carbondale, Illinois. Summer 1979.

Luft, Roger L. Establishment and Implementation of Secondary Vocational Job Placement Centers. Department of Business Education, Utah State University, 1978. 96 pages.

Co-Author. Cooperative Education Guide. Utah State University, 1978. 19 pages.

Luft, Roger L. "Desirable Non-Technical Employment Qualities for Secondary Students Participating in Cooperative Work Experience: Perceptions of Employers, Counselors and Teacher-Coordinators in Utah." Unpublished Doctoral Dissertation, Oregon State University, Corvallis, 1977.

Luft, Roger L. Fashion Merchandising Curriculum Guide. Utah State Board for Vocational/Technical Education, Salt Lake City, May 1977. 71 pages.

Co-Writer. Handbook for Vocational Leadership Interns. Oregon State University, Division of Vocational Education, Corvallis, 1976. 110 pages.

Luft, Roger L. Development and Validation of Career Guidance Competencies for Classroom Teachers. Interinstitutional Consortium for Career Education, 3180 Center Street NE, Salem, Oregon, 1976. 10 pages.

Luft, Roger L., Jamieson, Virginia J., & Ward, Darrell L. Final Performance Report. Interinstitutional Consortium for Career Education, 3130 Center Street NE, Salem, Oregon, 1976. 56 pages.

Luft, Roger L., & Jamieson, Virginia J. University Staff Development in Career Education. Interinstitutional Consortium for Career Education, 3180 Center Street NE, Salem, Oregon, 1976. 90 pages.

Editor. Implications of Career Education for the Preparation of Teachers, Counselors, and Administrators: Staff Development Summary. The Interinstitutional Consortium for Career Education, Marion Intermediate Education District, 3180 Center Street NE, Salem, Oregon, 1976. 65 pages.

Co-Writer. Montana Distributive Education Curriculum Guidelines. State Department of Public Instruction, Helena, Montana, 1976. 204 pages.

Luft, Roger L. "Compensation of Montana's Secondary School Cooperative Vocational Education Teacher-Coordinators: An Evaluation." Unpublished professional paper, School of Business, Montana State University, Bozeman, Montana, 1975. 77 pages.

Luft, Roger L. Superamerica Discount Shopping Stations: Training Manual. Superamerica, Inc., Saint Paul Park, Minnesota, 1969. 43 pages (mimeo).

PERSONAL DATA SHEET

NAME:	JANICE BONA CLUCK	AGE:	26 (9-29-53)
ADDRESS:	Rt. 1, Daniel Drive, GALATIA, ILLINOIS 62935	SSN:	326-38-4698
PHONE:	(618) 268 - 4791	HEIGHT:	5'4"
MARITAL STATUS:	Married 7 years to Mark Cluck, No children	WEIGHT:	115
		HEALTH:	Excellent

EDUCATION

Southeastern Illinois College Harrisburg, Illinois 62946	Associate in Science, May, 1973 Business Curriculum
Southern Illinois University Carbondale, Illinois 62901	Bachelor of Science in Education, December, 1977 Major: Business Education (Secretarial)
Southern Illinois University Carbondale, Illinois 62901	Master of Science in Education, August, 1979 Major: Business Education (Distributive Education)

HONORS / ACTIVITIES

HIGH SCHOOL:	Cheerleader, Homecoming Queen Candidate, Band, Class Officer, Various Club Offices, Illinois State Scholar.
JR. COLLEGE:	Selected as CoverGirl for Egyptoglyph; Vice President, Phi Beta Lambda; Phi Theta Kappa National Honor Society; Dean's List every semester.
COLLEGE:	Graduated with Highest Honors; Pi Omega Pi; Associate Editor, Business Education - VOCES Newsletter.
PERSONAL:	Delta Theta Tau national philanthropic sorority, various offices; Pianist, Galatia Cumberland Presbyterian Church; Member, National Business Education Association, Illinois Business Education Association, Southern Illinois Business Education Association.

TEACHING EXPERIENCE

Student Worker in Education	A. L. Bowen Children's Center Harrisburg, Illinois 62946	Summer, 1972
Teacher - Career Exploration	Southeastern Illinois College Harrisburg, Illinois 62946	Summer, 1978

BUSINESS-RELATED EXPERIENCE

Underwriter	Bill Ghent Insurance Harrisburg, Illinois 62946	July 1971 - May 1972
Clerk	Harrisburg National Bank Harrisburg, Illinois 62946	July-November 1973
Claims Development Clerk	Social Security Adm. - District Office Harrisburg, Illinois 62946	December 1973 - December 1976
Graduate Assistant (Administrative)	Southern Illinois University Carbondale, Illinois 62901	August 1978 - January 1979

RESEARCH EXPERIENCE

Researcher Marketing Curriculum Guides	Southern Illinois University Carbondale, Illinois 62901	February 1979 - Present
Master's Research:	"Identification of Competencies Required for an Entry-level Office Occupation in Harrisburg, Illinois"	July, 1979

REFERENCES

Dr. Roger L. Luft	Business Education Program, Southern Illinois University, Carbondale, IL 62901.
Mr. C. R. Gardner	Regional Superintendent, Saline County Courthouse, Harrisburg, IL 62946.
Dr. John H. Erickson	Professor, Occupational Education, Southern Illinois University, Carbondale, IL 62901.
Mrs. Mary Alice Pribble	Business Teacher, Benton High School, Benton, IL 62812.

G. KURT MASSIE

Home Address

804 W. Sycamore Street
Carbondale, Illinois 62901
618-457-4877

CAREER GOAL

To obtain a productive and rewarding job in the field of Business Education. To be a constructive part of both the business and the society in which I work and live.

PERSONAL DATA

BIRTH DATE: April 28, 1954
HEALTH: Excellent
HEIGHT: 6 feet, 4 inches
WEIGHT: 205 pounds
MARITAL STATUS: Single
WILLING TO RELOCATE
WILLING TO TRAVEL
DATE OF AVAILABILITY: Immediately

EDUCATION

1979 - 1980	Southern Illinois University at Carbondale Carbondale, Illinois
1975 - 1978	Eastern Illinois University Charleston, Illinois Kind of degree, Bachelor of Science in Business Degree with a major in Personnel Management
1972 - 1975	Greenville College Greenville, Illinois

WORK EXPERIENCE

FALL 1979	Southern Illinois University at Carbondale, Illinois Graduate Assistant for the Marketing Service Curriculum Guide
SUMMER 1978	Roadway Express, St. Louis, MO Superviser
SUMMER 1974	Department of Transportation, Greenville, Illinois Junior Highway Laborer

EXTRACURRICULAR ACTIVITIES

Illinois Business Education Association
DECA

REFERENCES

Dr. Elva McAllaster
312 Beaumont Street
Greenville, Illinois
618-664-1189

Mr. Clyde Foster
714 East Oak Street
Greenville, Illinois
618-664-3490

Dr. Max Fraenkel
131 Sunset Point
Greenville, Illinois
618-664-1345

RESUME
Larry Benhart

Home,
867 Jay Street
Elgin IL 60120
312-697-2845

Local,
1111 Walkup
Carbondale IL 62901
618-457-5733

EDUCATION:

Associate Degree - Accounting - Elgin Community College, Elgin Ill.
Bachelor Degree - Business Education - Southern Ill. University, Carbondale Ill.

Presently; Masters of Business Education Program - SIU-C

Supplementary Education;

Real Estate Salesman Program - Elgin Community College, Elgin Ill.
Real Estate Brokers Program - Dupage School of Real Estate, Wheaton Ill.

WORK EXPERIENCE:

Illinois Bronze Paint Co., Lake Zurich Ill.
General Accounting Manager
Feb.-78 - Jan.-80

Mobil Corp., Schamburg Ill.
Stock Accounting Analysis
April-76 - Aug.-77

Southern Ill. University, General Accounting Office, Carbondale Ill.
Accounting Clerk/Student Work Program
June-74 - Dec.-75

George J. Ball Inc., West Chicago Ill.
Junior Accountant
Aug.-73 - June-74

Avocational Employment:

Elgin Community College, Elgin Ill.
Evening Instructor; Accounting Classes
Jan.-76 - Dec.-79

Hargraves Real Estate, South Elgin Ill.
Independent Broker-Salesman
April-76 - Dec.-79

PERSONAL DATA:

Health: Excellent
Height: 6' Weight: 170#

Veteran: U.S. Army
U.S. Citizen

REFFERENCES:

Refferences available on request

Kurt Massie, a graduate student in business education with a concentration in distributive education, has work experience in marketing-related occupations. Mr. Massie began working on this project as a graduate assistant, and assumed the researcher position vacated by Frank Klein. A personal data sheet is included following that of Mrs. Cluck.

GRADUATE ASSISTANT:

Larry Benhart, a graduate student in business education, has had experience in the real estate field and other marketing-related occupations. He served as graduate assistant after Mr. Massie assumed the second research position. A personal data sheet follows that of Mr. Massie.

STUDENT WORKER:

Sheryl Bleyer is a business education student who has served as a typist for a number of other research projects. She is an excellent typist and very efficient in all other duties.

RESOURCE LISTING:

Materials reviewed were obtained from the National Association of Realtors, California Association of Realtors, Illinois Association of Realtors, business/personal services associations, publishers (examination copies), and Morris Library and the Business Education Resource Center at Southern Illinois University at Carbondale. These materials, along with those in the Project Director's personal library (including the IDECC system), were extensively reviewed. In addition, competencies identified in previous curriculum guides in this series were reviewed and considered for the Real Estate and Business/Personal Services Curriculum Guides.

ACCOMPLISHMENTS:

Each objective of Phase I of this project and an explanation of how the objective was accomplished is presented in the following pages.

OBJECTIVE A: IDENTIFY ENTRY POSITIONS AND CAREER LADDERS IN THE REAL ESTATE AND BUSINESS/PERSONAL SERVICES AREAS WHICH WILL BE INCLUDED IN THE CURRICULUM GUIDES.

Interviews were arranged and conducted by the Researchers with businesspeople in real estate and business/personal service businesses to establish their entry-level positions and career advancement opportunities in those businesses.

The purposes and processes of developing the curriculum guide were explained to each businessperson interviewed, and help in later phases of the guide was solicited.

A complete list of those job positions in each area's career ladder is presented in Appendix A.

OBJECTIVE B: IDENTIFY AND VALIDATE COMPETENCIES NECESSARY FOR ENTRY-LEVEL POSITIONS.

A general idea of the types of tasks performed by entry-level employees in the real estate and business/personal services occupational areas was determined during the initial interviews with the businesspeople in those areas.

Materials were obtained from the National Association of Realtors, California Association of Realtors, Illinois Association of Realtors, business/personal services associations, publishers (examination copies), and Morris Library and the Business Education Resource Center at Southern Illinois University at Carbondale. These materials, along with those in the Project Director's personal library (including the IDECC system), were extensively reviewed. In addition, competencies identified in previous curriculum guides in this series were reviewed and considered for the Real Estate and Business/Personal Services Curriculum Guides.

A form letter was sent to national business/personal service associations, asking for help in identifying competencies and requesting literature about the particular profession.

Visits were also made to real estate education directors of colleges and real estate associations. Information was obtained regarding course content and requirements for real estate licensure.

As a result of these efforts, lists of competencies were developed for validation (Appendix C - Real Estate, Appendix D - Business/Personal Services).

OBJECTIVE C: CATEGORIZE COMPETENCIES AND DEVELOP INSTRUCTIONAL OBJECTIVES FOR THESE ENTRY-LEVEL COMPETENCIES.

After the validation instruments were returned and analyzed, competencies receiving a response of 60% or more were clustered into instructional areas. An instructional objective was developed for each cluster. (Appendices E, F).

These objectives were written in measurable terms, and in such a manner that they provided guidance for the teacher-coordinator, but do not inhibit his/her flexibility or creativeness in teaching toward them.

OBJECTIVE D: DEVELOP LEARNING ACTIVITIES AND IDENTIFY RESOURCES NECESSARY TO PREPARE STUDENTS FOR ENTRY EMPLOYMENT WHICH ALLOW FOR ADVANCEMENT UP THE CAREER LADDER.

After the competencies were categorized and instructional objectives written, learning activities were developed to aid the teacher-coordinator in his/her instructional method. These learning activities were designed to provide the student with current information, and experiences related to the marketing services area.

Resources were identified from a variety of sources including publications of the National Association of Realtors, California Association of Realtors, other related publishers, Morris Library, and the Business Education Resource Center at Southern Illinois University, Carbondale. Resources utilized were considered for their application to the subject matter, and their ease of acquisition. The learning activities and resources are included in the field test copies. (Appendices G, H).

OBJECTIVE E: PRINT FIELD TEST COPIES OF THE REAL ESTATE AND BUSINESS/PERSONAL SERVICES CURRICULUM GUIDES TO BE DISTRIBUTED TO 200 LOCATIONS AROUND THE STATE OF ILLINOIS FOR FIELD TESTING.

The field test copies of the Real Estate and Business/Personal Services curriculum guides were printed in the format consistent with previously developed curriculum guides in order to maintain uniformity within the guides.

Printing/Duplicating Service of Southern Illinois University at Carbondale duplicated 100 copies of the Real Estate and Business/Personal Services field test guides for dissemination throughout the state.

MAJOR ACTIVITIES AND EVENTS:

PROBLEMS:

1) Difficulties were sometimes encountered in scheduling interviews and obtaining information from real estate people. These people work on a commission basis, and for them, "time is money." Real estate people would sometimes be reluctant to speak with us or would refuse to see us altogether. We were at all times understanding in this regard, and courteously accepted their assistance or their refusal. Despite the busy nature of the real estate business, many real estate professionals were eager to help us and remarked that this was a much needed project.
2) Business people in the business/personal services areas were also sometimes busy and this made obtaining information a problem. These people provide specialized services to customers that often return to the business establishment for repetitive service. In these establishments, the service to the customer comes first and endeavors such as our project are secondary, at best. We found that cooperation and assistance were greatly enhanced when emphasis was placed on the businessperson's knowledge and skill in his/her field. Once it was made clear that the businessperson's experience was an invaluable ingredient for the success of our project, the information-gathering process was much easier. People were also more helpful when we focused on the fact that their job and job attitudes were important to us.

PUBLICITY ACTIVITIES:

Several real estate professionals were visited including Mr. Joe Cacciotori, Assistant Commissioner for Real Estate in the Department of Registration, and Mr. Tod Miller, Director of Education for the Illinois Association of Realtors. People from the real estate library in Chicago were also contacted and materials at the library were analyzed.

Other real estate professionals and educators were visited throughout the state, and these people were instrumental in aiding our efforts to gain support for this project. These people were also helpful in providing useful information concerning the real estate profession.

Many of the real estate professionals and educators that were contacted agreed to serve on the advisory committee for this project.

RESOURCE PERSONS:

As previously mentioned, a list of Advisory Committee members is provided in Appendix I.

SUMMATIONS OF EVALUATION DATA COLLECTED:

CONCLUSIONS AND RECOMMENDATIONS:

1) It is recommended that this project be continued, and that the Marketing Services Curriculum Guide be disseminated.

2) It is recommended that competencies for other guides be arranged in a logical grouping for ease of instruction and guidance to Marketing and Distribution Teacher-Coordinators.

3) It is recommended that useful objectives be developed for these competency groupings, written in measurable terms, providing guidance for the Teacher-Coordinator, yet not hampering his/her flexibility and creativity in teaching.

STAFF EMPLOYMENT AND UTILIZATION:

The researcher, Mr. Frank Klein, resigned during Phase I of this project in order to return to his work in Dhanbad, India. The graduate assistant, Mr. Kurt Massie, who had been working closely with Mr. Klein, was appointed to fill this vacancy. Mr. Larry Benhart was then appointed to the position of graduate assistant.

STAFF DEVELOPMENT:

The project director, Dr. Roger Luft, attended the Central Region Distributive Education Conference in Peoria, the Distributive Education

Clubs of America Conference in Springfield, an Illinois Business Education Association Convention, and an Illinois Business Association Convention. The project director also attended a workshop for fiscal officers.

The researcher, Janice Cluck, attended the Illinois Business Education Association Convention in Springfield, and took part in a series of management workshops on campus at Southern Illinois University, Carbondale.

The researcher, Kurt Massie, attended the Illinois Business Education Association Convention in Springfield, and the Distributive Education Clubs of America Conference. The researcher also took courses relating to competency-based instruction which aided him in working on this curriculum guide.

The student worker, Sheryl Bleyer, attended the Illinois Business Education Association Convention in Springfield.

OTHER ACTIVITIES:

MATERIALS DEVELOPED:

A copy of all materials developed during Phase I of this project is presented in the Appendices.

Appendix A: Career Ladders

Appendix B: Form Letter to Business/Personal Service Associations

Appendix C: Real Estate Validation Instrument

Appendix D: Business/Personal Services Validation Instrument

Appendix E: Real Estate Instructional Objectives and Competencies

Appendix F: Business/Personal Services Instructional Objectives and Competencies

Appendix G: Real Estate Field Test Copy

Appendix H: Business/Personal Services Field Test Copy

Appendix I: Advisory Committee.

APPENDICES

APPENDIX A

CAREER LADDERS

APPENDIX A

CAREER LADDERS

A. PERSONAL CARE SERVICES

BARBER/BEAUTY SHOPS

Owner
↑
Manager
↑
Hairstylist

GYMNASIUMS

Owner
↑
Manager
↑
Assistant Trainer

LAUNDRY & DRY CLEANING

Owner
↑
Manager
↑
Laundry/Dry Cleaning Aide

B. FUNERAL HOMES

Funeral Director
↑
Embalmer
↑
Funeral Director's Assistant

C. REPAIR AND MAINTENANCE

CLEANING SERVICES

Manager
↑
Salesperson (Estimator)
↑
Crew Chief
↑
Assistant Worker

SHOE REPAIR

Manager/Owner
↑
Shoe Repair Apprentice

TELEVISION/APPLIANCE REPAIR

Repairman (Owner)
↑
Assistant or Apprentice

D. PHOTOGRAPHIC SERVICES

Photographer (Owner)
↑
Assistant Photographer

E. ANIMAL SERVICES

ANIMAL BOARDING

Owner/Manager
↑
Assistant

ANIMAL TRAINING

Manager/Owner
↑
Instructor
↑
Assistant

ANIMAL GROOMING

Owner/Manager
↑
Groomer

F. RENTAL SERVICES (Other than vehicle)

Manager/Owner
↑
Assistant Manager
↑
Salesperson

G. PEST AND RODENT CONTROL SERVICES

Regional Management
↑
District Management
↑
Branch Manager
↑
Service Manager
↑
Sales Representative
↑
Termite Technician (route worker)
↑
Serviceman (Assistant)

H. PROTECTIVE SERVICES

INVESTIGATOR

Detective
↑
Apprentice

I. MANAGEMENT OF BUSINESS SERVICES

ACCOUNTING AND BOOKKEEPING

Accountant/Bookkeeper (Owner)
↑
Supervisor (Accountant/CPA)
↑
Junior Accountant

DATA PROCESSING

Manager/Partner
↑
Analyst
↑
Programmer
↑
Junior Programmer

EMPLOYMENT AGENCIES

Owner/Manager
↑
Counselors

MANAGEMENT CONSULTANTS

Owner/Manager
↑
Consultant

CONSULTING ENGINEERS

Office Director
↑
Project Manager/Engineer
↑
Engineering Trainee
↑
Technician
Draftsman

J. MARKETING CONSULTANTS

Owner/Partner
↑
Consultant
↑
Designer
↑
Production Artist

K. PRINTING

Manager/Owner
↑
Production Manager
↑
Salesperson
↑
Press Operator
Bindery Worker
Darkroom Worker

REAL ESTATE MARKETING

Owner
↑
Broker
↑
Salesperson

APPENDIX B

FORM LETTER TO BUSINESS/PERSONAL SERVICE ASSOCIATIONS

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Business Education Program

Funds have recently been received from the State Board of Education for the purpose of developing curriculum materials for use in secondary and post-secondary schools. One of the occupational areas of concern is ______________________.

At present, I am gathering literature and identifying competencies that are necessary for entry-level, mid-management, and management employment in ________________ businesses. The particular areas in which I am identifying competencies are:

1. advertising
2. communications
3. display
4. human relations
5. management
6. marketing/economics
7. mathematics
8. merchandising
9. operations
10. product/service technology
11. selling

Could you please help me? If you have training materials, lists of identified tasks or competencies for employment, or similar materials which I might borrow for a short period of time, it would be greatly appreciated. In addition, a list of publications, published by your association and dealing with the ________________ business, would also be helpful. Please send any available correspondence or materials to me at the above address.

Thank you for your cooperation in our efforts to properly prepare students for entry-level, mid-management, and management employment.

Sincerely,

Roger L. Luft

Roger L. Luft, Assistant Professor
Marketing and Distribution
Business Education Program

APPENDIX C

REAL ESTATE VALIDATION INSTRUMENT

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME	ABOUT THE SAME	MORE TIME	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4
ADVERTISING															
Know the types and uses of advertising, sales promotion, publicity, and promotional campaigns.															
Identify specific target markets for demographic and geographic information.															
Keep the general public cognizant of your agency's name and services.															
Identify the types of media available for advertising.															
Consider the relative cost of advertising in the various media.															
Participate as a team member in planning advertising.															
Know thoroughly the property you wish to promote.															
Gather information for advertising copy.															
Write advertising copy.															
Check advertising proofs for corrections, deletions, and additions.															
Understand the acceptability of advertising mediums in your community.															
Determine the strengths and weaknesses of an advertising campaign.															
Know the importance of visibility through participation in community-wide projects.															
Initiate contests offering financial rewards/recognition for meeting or surpassing sales quotas.															
Realize the contributions made by specialty advertising (e.g. calendars, pens, etc.)															
Identify target audiences for testing sales promotion activities.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME	ABOUT THE SAME	MORE TIME	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4
(ADVERTISING)															
Vary promotional techniques.															
Evaluate your agency's advertising effectiveness.															
Evaluate your agency's prospecting effectiveness.															
Evaluate your agency's promotional efficiency.															
Understand the law regarding advertising of real property.															
COMMUNICATIONS															
Effectively handle incoming telephone calls.															
Effectively apply telephone prospecting techniques.															
Write letters of introduction for your agency.															
Write prospecting letters.															
Write appreciation and follow-up letters.															
Create the right atmosphere in which to conduct an interview.															
Tactfully gather information from the client.															
Listen objectively.															
Develop an awareness of body language/non-verval communication.															
Communicate decisions to others.															
Skillfully suggest changes to management.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME	ABOUT THE SAME	MORE TIME	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4
(COMMUNICATIONS)															
Recognize the confidentiality of communications.															
Develop a vocabulary descriptive of real estate to be sold.															
Translate technical words into the client's language.															
Read trade and business journals and publications to keep abreast of real estate and business trends.															
Realize that even in the most skillfully constructed communications, misinterpretations may develop.															
Evaluate personal and agency's communications effectiveness.															
DISPLAY															
Know the types and uses of display.															
Know the use of visual merchandising and special events (i.e. open house).															
Prepare office displays for your real estate agency.															
Evaluate the total effect conveyed to the public by the real estate building and/or entrance.															
Understand the law regarding displaying of real property.															
Prepare real estate property for display.															
Prepare yourself for displaying real estate.															
Prepare client information for displaying real estate.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME	ABOUT THE SAME	MORE TIME	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4
(DISPLAY)															
Know how to decide on appropriate outdoor signs.															
Conduct an open-house promotion.															
Maintain a photo gallery of listed homes, commercial property, and rental property.															
Know how to select your site for a new exhibit home.															
Know how to furnish an exhibit home.															
Know how to show unfurnished homes.															
Evaluate the effectiveness of "Open Houses" and "Model Homes".															
HUMAN RELATIONS															
Empathize with the needs of clients.															
Develop and maintain harmonious relationships with other staff members, supervisors, clients, and competing agencies.															
Effectively handle difficult buyers and sellers.															
Build sound working relationships in "forced" associations.															
Exercise self-control during trying situations.															
Accept criticism and turn it into a character-building element.															
Be willing to perform tasks in addition to one's job responsibilities when the situation necessitates.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME	ABOUT THE SAME	MORE TIME	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4
(HUMAN RELATIONS)															
Recognize the accomplishments of others.															
Be aware that a supervisor should set an example of personal work habits and character which employees can emulate.															
Realize that employees will comply more readily with policies they understand.															
Maintain good health for effective job performance.															
Avoid misrepresentations of people, properties, and policies.															
Exercise self-control during trying situations.															
Realize that good human relations within an agency build good public relations.															
Show a willingness to accept and put into practice the planned policies and procedures of management.															
Use the assistance of others in your agency when facing a problem in sales.															
Realize that first impressions are important to the business and last impressions are longest remembered.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME	ABOUT THE SAME	MORE TIME	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4
MANAGEMENT															
General Management Competencies															
Understand general management principles and practices.															
Develop a dedication to the public, the success of the business, and to the people supervised.															
Understand and apply the Code of Ethics of the National Association of Realtors.															
Adjust, adapt, or change as circumstances change.															
Exercise skill in making decisions.															
Exercise skill in managing time effectively.															
Exercise skill in listening objectively.															
Gain the acceptance of others for decisions so that others will take action.															
Exercise skill in setting goals.															
Determine policies, procedures, and programs.															
Identify what jobs have to be done and their interrelationships according to authority and responsibility.															
Assist in the career development of staff members.															
Guide and motivate others to set and achieve their own goals.															
Manage financial systems, records, and marketing and statistical controls.															
Follow-up on job assignments.															
Manage sales and listing activities.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME	ABOUT THE SAME	MORE TIME	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4
(MANAGEMENT)															
Direct supervisors within the agency.															
Identify the owner, property, and agent requirements for insurance.															
Participate in local and service clubs in order to expand contacts and contribute to community growth.															
Continue efforts to improve your job performance															
Keep up to date on real estate news, marketing methods, and financing funds.															
Compete fairly in selling and avoid direct competition with subordinates.															
Identify effective and ineffective selling techniques used by fellow staff members.															
Recruit, train, and develop sales associates.															
Develop "in house" training programs.															
Assign non-selling duties to sales supporting personnel.															
Maintain strong physical, emotional, and financial stability.															
Empathize with the needs of employees.															
Property Management Competencies															
Know the functions of management and the fundamentals of a tenant-management relationship.															
Understand property renovation.															
Understand tenant selection, maintenance, and special services for multi-story building management.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME	ABOUT THE SAME	MORE TIME	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4
(MANAGEMENT)															
Understand strip store leasing, shopping center leases, and national chain store commercial property management.															
Prepare, apply, and analyze leases.															
Understand industrial property management.															
Understand subsidized property management.															
Evaluate management effectiveness.															
MARKETING/ECONOMICS															
Identify population factors influencing supply and demand.															
Identify employment and wage levels influencing supply and demand.															
Identify vacancy levels influencing supply and demand.															
Identify labor supply influencing supply and demand.															
Identify governmental controls influencing supply and demand.															
Determine seasonal business cycles and general patterns.															
Know the intagibles of business, such as human relations factors, long-run economic factors, and innovations which may influence business.															
Keep informed of competitive conditions in the market area which the agency serves.															
Understand how prices psychologically affect customers.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME 1	ABOUT THE SAME 2	MORE TIME 3	UNIMPORTANT 1	OPTIONAL 2	IMPORTANT 3	CRUCIAL 4	UNIMPORTANT 1	OPTIONAL 2	IMPORTANT 3	CRUCIAL 4	UNIMPORTANT 1	OPTIONAL 2	IMPORTANT 3	CRUCIAL 4
MATHEMATICS															
Add, subtract, multiply, and divide with precision.															
Use and translate fractions, percents, and decimals.															
Measure property, house, and room sizes.															
Calculate interest on loans.															
Calculate sales commissions.															
Determine the value of property.															
Determine the income from property.															
Compute real estate property taxes.															
Prorate taxes, insurance, and rent.															
Fugure profit and loss in real estate sales.															
Adhere to a budget.															
Interpret property descriptions from deeds, abstracts, floor plans, blue prints, and other legal documents.															
Solve various real estate finance problems.															
Interpret owners' reports.															
Complete financial arrangements for/with clients.															
Prepare cost breakdowns of "extras" in homes and other property.															
Estimate the cost depreciation and condition of various types of residential construction.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME	ABOUT THE SAME	MORE TIME	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4
(MATHEMATICS)															
Determine the costs to the buyer for a real estate transaction.															
Calculate the broker's fee on the sale.															
Compute the net proceeds (after assessments, taxes, commissions, and discounts) to the seller.															
Calculate the costs of preparing the deed, recording the fee, and other legal fees.															
PRODUCT/SERVICE															
Know what constitutes a section of land.															
Identify the different styles of homes and buildings.															
Know selling features of plumbing, heating, and air conditioning which are benefits to customers.															
Understand the different types of ownership; examples; condominiums, planned unit developments, and single family homes.															
Interpret property legal descriptions.															
Know thoroughly the property you wish to promote.															
Understand all areas of insurance that pertains to property.															
Be familiar with construction techniques and building materials.															
Know how to manage maintenance activities, such as preserving, cleaning, and altering.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME	ABOUT THE SAME	MORE TIME	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4
(PRODUCT/SERVICE)															
Know financing that pertains to the completion of real estate transactions.															
Know the possession requirements such as possession date, transfer of utilities, and delivery of keys so as to assist buyers and sellers.															
Know the types of mortgages and their application to appropriate transactions.															
Understand the ways of classifying and describing homes.															
SELLING															
Maintain high morale, motivation, and ethics.															
Exercise tact, creativity, and adaptability.															
Understand the listing agreement.															
Understand the contract for the sale of real estate.															
Understand the option to buy and sell.															
Understand installment contracts.															
Understand leases.															
Understand escrow agreements.															
Know the essentials of a valid real estate sales contract.															
Know the forms of contract documents.															
Be alert to the buying motives of clients.															
Apply sales appeals according to the buying motives of clients.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME	ABOUT THE SAME	MORE TIME	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL	UNIMPORTANT	OPTIONAL	IMPORTANT	CRUCIAL
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4
(SELLING)															
Skillfully obtain property information.															
Accurately report property information obtained.															
Locate listings for your agency from such sources as referrals, solicitation, leads, and previous customers.															
Obtain a listing contract from owners which includes details on commission, length of listing, type of listing, etc.															
Keep the owner informed on the progress of the listing.															
Maintain a "listing file" in the real estate office with listings indexed, cross-referenced, and up-to-date.															
Understand the termination of listing by law and by action of the parties.															
Prepare the property brief to include photos of property and buildings, map of the property, floor plans of the house, information on taxes, financing, etc.															
Prepare a competitive market survey.															
Understand the law regarding selling of real property.															
Skillfully locate prospective buyers.															
Skillfully qualify the buyer.															
Exercise skill in showing the property to prospective buyers.															
Explain features and drawbacks of property.															
Explain features of the neighborhood such as schools, shopping areas, etc.															
Excercise skill in overcoming prospective buyers' objections.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

COMPETENCIES	Time Spent In Relation To Other Activities			Importance											
				ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	LESS TIME 1	ABOUT THE SAME 2	MORE TIME 3	UNIMPORTANT 1	OPTIONAL 2	IMPORTANT 3	CRUCIAL 4	UNIMPORTANT 1	OPTIONAL 2	IMPORTANT 3	CRUCIAL 4	UNIMPORTANT 1	OPTIONAL 2	IMPORTANT 3	CRUCIAL 4
(SELLING)															
Know how to effectively present the offer to the seller.															
Know how to effectively present the counter offer.															
Effectively handle the buyer's decision on the counter offer.															
Handle financing arrangements.															
Understand closing procedures of a sale.															
Consider how and when to close the sale.															
Arrange for the seller to make necessary repairs if appropriate.															
Explain seller's responsibility for property from sale to close.															
Arrange for client to inspect property immediately prior to closing.															
Arrange such closing requirements as closing date, deposits, title search, lien search, survey of property, and other legal instruments.															
Complete legal instruments.															
Collect any deposit made by the buyer and handle it as prescribed by law.															
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4

APPENDIX D

BUSINESS/PERSONAL SERVICES VALIDATION INSTRUMENT

COMPETENCIES	ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED
ADVERTISING												
Know the uses of promotional and institutional advertising.												
Know the types of media that are available for advertising.												
Know the purposes of advertising.												
Prepare information for advertising copy.												
Write advertising copy.												
Attitude that advertising helps increase sales, builds goodwill, and builds customer loyalty.												
COMMUNICATIONS												
Know the correct forms used in business letter writing.												
Write informative and effective business letters.												
Use effective written communication in forms and reports.												
Use legible handwriting when preparing written communications.												
Address other people in a business-like manner, whether they are customers, employees, or management.												
Communicate effectively with customers, co-workers, and supervisors.												
Believe that communications between various employees, departments, or divisions within a business will result in a more efficient operation with mutual benefits to all.												

COMPETENCIES	ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED
(COMMUNICATIONS)												
Use the telephone correctly and effectively.												
Receive telephone orders, complaints, inquiries, or messages properly.												
Listen to customers' names and addresses and write them correctly.												
Listen carefully and follow directions.												
Skill in effective use of speech and vocabulary.												
Develop a vocabulary descriptive of the service(s) being sold.												
Know the situations in which to use a technical language or commonly understood language.												
Skill in interpreting business policies to customers.												
Talk clearly and pleasantly, conveying spirit and enthusiasm.												
Awareness that the voice can express sincere welcome and eagerness to be of service.												
Awareness that the voice can be used to express conviction and convey confidence.												
Appreciate the value of correct enunciation and pronunciation in speaking.												
Attitude that poor or awkward grammar lowers the image of the business and its personnel.												
Realize that gestures help convey feelings in spoken communications.												
Realize that different people will interpret words or phrases differently, so care must be taken to avoid misinterpretations.												
Know the approaches which can be used in assigning duties and delegating authority so that everything is clear.												

COMPETENCIES	ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED
(COMMUNICATIONS) Know when to keep communications confidential.												
Know how to communicate with others in order to motivate them to work willingly.												
Be able to interpret management's policies to employees and employees' problems to management.												
Assist with the training or teaching of others.												
Convey directions and instructions clearly to employees.												
Believe that an important phase of management's responsibility in any organization is communications.												
Believe that management has a responsibility to keep informed of technical advances and new methods in marketing by reading trade journals and publications.												
DISPLAY Attitude that displays can be used to create prestige, obtain publicity, educate the public, introduce new services or procedures, and build goodwill.												
Attitude that displays should be changed often to maintain customer interest.												
Tie together advertising and displays in order to make a greater impact on customers.												
Develop themes that can coordinate displays with advertising.												
Letter and design a simple sign.												

COMPETENCIES	ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED
HUMAN RELATIONS												
Dress appropriately for the job and maintain a well-groomed appearance.												
Maintain good health for effective job performance.												
Develop and maintain a pleasant working environment.												
Show an interest in others.												
Know how to build sound working relationships in "forced" associations.												
Realize that a positive attitude is usually reflected in one's work.												
Know that human relations in a service business consists of an interdependence with fellow employees, supervisors, and customers.												
Know the ways to effectively handle difficult customers.												
Develop and maintain harmonious relationships with other employees.												
Maintain an objective point of view in problem situations.												
Develop personality traits necessary for successful job performance.												
Represent the business favorably to customers and outside business associates.												
Adapt to the personality and needs of customers.												
Exercise self-control during trying situations.												
Accept criticism and turn it into a character-building element.												
Demonstrate initiative and creativity.												
Adjust to change.												

COMPETENCIES	ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED
(HUMAN RELATIONS) Attitude that next to job performance, human relations is an employee's greatest responsibility.												
Awareness that understanding others and one's self is basic to working harmoniously together.												
Be willing to perform tasks in addition to one's job responsibilities when the situation necessitates.												
Be willing to accept and put into practice the planned policies and procedures of management.												
Know how to recognize the accomplishments of others.												
Know how to motivate others for best performance.												
Believe that a supervisor should set an example of personal work habits and character which employees can emulate.												
Be aware that good human relations helps increase production by stimulating interest and creativeness in employees.												
MANAGEMENT Know the factors which influence business location.												
Know that special customer services and accommodations build customer goodwill and help increase sales.												
Skill in planning and organizing work.												
Ability to determine in various situations the most efficient way to get the job accomplished.												

COMPETENCIES	ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED
(MANAGEMENT) Attitude that management, supervisors, and employees require a framework of policies and procedures within which to operate.												
Awareness that a personnel organization enables the policies of the firm to be carried out and enables each person employed to make a contribution to its successful operation.												
Attitude that employees must be continuously informed of new services, processes, or trends through individual or group training.												
Attitude that each employee should be made to feel that his/her efforts are really appreciated.												
Attitude that conditions should be such that working proves to be a satisfying social experience as well as a means of making a living.												
Attitude that in order to be prepared for future management responsibilities, trainees must be willing to work and train in various capacities within a firm.												
Keep informed of state, federal, and local laws concerning business operation and interpret their implications for one's own business.												
Evaluate established methods and incorporate new ideas to improve customer service.												
Believe that a definite program for recruitment and development of future managerial personnel should be a part of every business.												
Know the methods of training employees which can be used.												
Plan employee schedules for working hours, lunch hours, and breaks.												
Believe that careful scheduling and organization of workloads help maintain high employee morale and job performance.												

COMPETENCIES	ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED
(MANAGEMENT) Know the business' procedures for evaluating employees.												
Make job orientation for new employees friendly, skillful, and adequate.												
Tactfully identify employee mistakes and help correct them constructively.												
Believe that there should be a constant and intelligent effort on the part of management to be absolutely fair in all policies and practices.												
MARKETING/ECONOMICS Demonstrate an understanding of the effects of laws, regulations, and government agencies on business organizations.												
Understand the organization of a business and the functions of management.												
Know that it is necessary to take certain business risks in order to incorporate improved operations and increase business.												
Know the intangibles of business, such as human relations factors, long-run economic factors, and innovations, which may influence business.												
Keep informed of competitive conditions in the market area which the business serves.												

COMPETENCIES	ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED
MATHEMATICS												
Add columns of figures with facility.												
Multiply and extend figures with facility.												
Use and translate percentages with facility.												
Compute local, state, and federal taxes which must be applied to sales.												
Read and interpret self-computing scales (such as tax computation charts) that speed up mathematic procedures.												
Accurately calculate the exact amount of a customer's bill.												
Make change quickly and accurately.												
Use the cash register properly.												
Maintain proper records of cash received and bank deposits to prevent losses.												
Know how to read and interpret a profit and loss statement.												
Know that a business firm's operating expenses include such expenses such as payroll, buying expenses, promotional expenses, utilities, transportation, supplies, and delivery.												
MERCHANDISING												
Understand how prices psychologically affect customers.												
Analyze the consumer market relative to needs, desires, and prices.												
Be aware of competitors' services, prices, and advertising.												

COMPETENCIES	ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED
OPERATIONS												
Handle and record customer payment of bills.												
Believe that careful use of supplies will help control expenses.												
Authorize customer checks according to the business' policy.												
Know how to take care of employees' and customers' accidents.												
Attitude that a well-kept store or business is a primary means of attracting and holding business.												
Knowledge of the rules and regulations of business procedures concerning employee policies, such as lunch hours, dress regulations, tardiness and absences, personal use of the telephone, etc.												
Know the location of fire extinguishers and other emergency equipment.												
Follow through on references given by credit applicants.												
Discuss delinquent accounts with customers, keeping their goodwill.												
Record and report federal and state sales taxes.												
Observe and evaluate the operations of similar businesses in an attempt to increase the efficiency of one's own operation.												
SERVICE TECHNOLOGY												
Know the delivery area served by the business, delivery schedules, and charges.												
Know the various agencies that give protection to the customer.												

COMPETENCIES	ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED
(SERVICE TECHNOLOGY)												
Know the procedures a customer must follow to apply for and obtain a national credit card.												
Attitude that reading trade journals and other publications will supplement service knowledge learned on the job.												
Read newspaper advertising in order to keep informed of the advertising being done by one's own business and its competitors.												
Believe that a continual program of training and retraining employees with service knowledge must be carried out.												
SELLING												
Ability to handle individual differences in customers.												
Know the ways to help a customer make a buying decision.												
Know the customer approaches which may be used to open a sale.												
Know the procedures involved in conducting a cash sale transaction, and efficiently handle a cash sale transaction.												
Know the procedures involved in conducting a charge sale transaction, and efficiently handle a charge sale transaction.												
Handle charge plates during a charge sale transaction.												
Realize the importance of credit as a selling tool.												
Handle customer complaints according to the business' policy.												

COMPETENCIES	ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED
(SELLING)												
Know the business' credit policies, terms, and credit plans.												
Know the selling features of services (and products) offered.												
Realize that customer loyalty can be built with friendly service.												
Use suggestion selling in situations where customers are unfamiliar with the services offered.												
Skill in remembering customers' names when serving them.												
Skill in remembering personal information about individual customers.												
Open a sales conversation with a suitable statement or remark.												
Determine customers' wants and desires during sales.												
Sense a customer's objections and handle them as effectively as possible.												
Treat customers with courtesy even though they don't buy in the hope that they will return to buy at a future date.												
Ability to question, observe, and listen in order to complete a successful sale.												
Determine when and how to close a sale.												
Ability to tactfully handle difficult customers.												
Ability to serve customers in the manner or style that management desires.												
Properly complete saleschecks.												
Realize that each customer is an "individual."												
Feel that the customer needs the service being offered.												

COMPETENCIES	ENTRY-LEVEL				SUPERVISORY				MANAGEMENT			
	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED	CRITICAL	IMPORTANT	OPTIONAL	NOT NEEDED
(SELLING)												
Show a sincere interest in customers and their problems.												
Believe that selling contributes to the well-being of customers.												
Have a strong interest in the service being sold.												
Realize that customers' objections must be handled and overcome with respect.												
Realize that a customer's complaint is an excellent opportunity to build goodwill.												
Believe that suggestion selling is a service to the customer and contributes to his/her personal satisfaction for money spent.												
Realize the importance of public relations to the salesperson's position.												
Realize that today's customer chooses the business where conditions are most pleasant.												
Realize that the customer--by his/her very act of complaining--is giving the business an opportunity to correct a possible fault in its operation.												
Attitude that customers should be approached promptly and not be kept waiting.												
Believe that one should take advantage of sales training opportunities.												
Attitude that one should give the best customer service with the customer always first in mind.												

APPENDIX E

REAL ESTATE INSTRUCTIONAL OBJECTIVES AND COMPETENCIES

ADVERTISING

CLUSTER OBJECTIVE: EACH STUDENT WILL PLAN A REAL ESTATE AGENCY ADVERTISING CAMPAIGN.

1406 Participate as a team member in planning advertising and vary promotional techniques.

1407 Keep the general public cognizant of your agency's name and services, and realize the contributions made by specialty advertising.

1408 Identify specific target markets for demographic and geographic information, and target audiences for testing sales promotion activities.

1409 Identify the types of media available for advertising and related costs of various media.

1410 Understand the acceptability of advertising media in your community.

CLUSTER OBJECTIVE: EACH STUDENT WILL EXPLAIN THE PRINCIPLES OF PROMOTING REAL ESTATE.

1411 Know the types and uses of advertising, sales promotion, publicity, and promotional campaigns.

1412 Understand the law regarding advertising of real property.

1413 Know thoroughly the property you wish to promote; gather information for advertising copy; write advertising copy; and check advertising proofs for corrections, additions, and deletions.

1414 Know the importance of visibility through participation in community-wide projects.

CLUSTER OBJECTIVE: EACH STUDENT WILL EVALUATE ADVERTISING IN REAL ESTATE.

1415 Evaluate your agency's advertising and promotional efficiency, and determine the strengths and weaknesses of an advertising campaign.

COMMUNICATIONS

CLUSTER OBJECTIVE: EACH STUDENT WILL APPLY GOOD PRINCIPLES OF COMMUNICATION.

1478 Listen objectively.

1479 Effectively handle incoming telephone calls.

1480 Create the right atmosphere in which to conduct an interview.

1481 Recognize the confidentiality of communication.

1482 Tactfully gather information from the client, and develop an awareness of body and non-verbal communication.

CLUSTER OBJECTIVE: EACH STUDENT WILL DEVELOP COMMUNICATION IN THE REAL ESTATE PROFESSION.

1483 Read trade and business journals and publication to keep abreast of real estate and business trends.

1484 Evaluate personal and agency communication effectiveness.

CLUSTER OBJECTIVE: EACH STUDENT WILL BE ABLE TO SPEAK EFFECTIVELY AND WRITE EFFECTIVE COMMUNICATIONS.

1485 Translate technical words into the client's language.

1486 Write letters of introduction for your agency, prospecting letters, appreciation, and follow-up letters.

1487 Communicate decisions to others and suggest changes to management.

1488 Develop a vocabulary descriptive of real estate to be sold.

DISPLAY

CLUSTER OBJECTIVE: EACH STUDENT WILL IDENTIFY GENERAL PRINCIPLES OF DISPLAY RELATED TO REAL ESTATE.

1507 Know the types and uses of displays.

1508 Know the use of visual merchandising (i.e., open houses); and maintain a photo gallery of listed homes, commercial and rental properties.

1509 Evaluate the total effect conveyed to the public by the real estate office building and/or entrance.

CLUSTER OBJECTIVE: EACH STUDENT WILL PLAN AN OPEN HOUSE FOR A REAL ESTATE AGENCY.

1510 Conduct an open-house promotion and evaluate the effectiveness of open/model homes.

1511 Prepare real estate property for display, prepare yourself for displaying real estate, and prepare the client for displaying real estate.

CLUSTER OBJECTIVE: EACH STUDENT WILL IDENTIFY THE PRINCIPLES OF DISPLAY RELATED TO CONDUCTING AN OPEN HOUSE.

1512 Know how to show unfurnished homes.

1513 Know how to select a site for a new exhibit and how to furnish an exhibit home.

1514 Understand the laws regarding displaying real property and how to decide on an appropriate outdoor sign.

FINANCE

CLUSTER OBJECTIVE: EACH STUDENT WILL SOLVE PROBLEMS IN REAL ESTATE FINANCE.

1526 Keep up-to-date on real estate financing funds.

1527 Solve various real estate finance problems.

1528 Complete financial arrangements for/with clients.

CLUSTER OBJECTIVE: EACH STUDENT WILL DISCUSS FINANCE SITUATIONS RELATED TO REAL ESTATE.

1529 Know financing that pertains to the completion of real estate transactions.

1530 Know the types of mortgages and their application to appropriate transactions.

HUMAN RELATIONS

CLUSTER OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

1576 Effectively handle difficult buyers and sellers and empathize with their needs.

1577 Exercise self-control during trying situations, accept criticism and turn it into a character building element.

1578 Build sound working relationships in "forced" associations.

1579 Develop and maintain harmonious relationships with other staff, supervisors, clients, and competing agency personnel.

1580 Show a willingness to accept and put into practice the planned policies and procedures of management.

1581 Recognize the accomplishments of others.

CLUSTER OBJECTIVE: EACH STUDENT WILL UNDERSTAND THE NECESSITY OF HUMAN RELATIONS IN REAL ESTATE.

1582 Realize that first impressions are important to the business and last impressions are longest remembered.

1583 Avoid misrepresentations of people, properties, and policies.

1584 Realize that good human relations within an agency build good public relations.

GENERAL MANAGEMENT

CLUSTER OBJECTIVE: EACH STUDENT WILL EXPLAIN PRINCIPLES OF MANAGEMENT USED IN A REAL ESTATE AGENCY.

1670 Understand general management principles and practices.

1671 Interpret property descriptions from deeds, abstracts, floor plans, blueprints, and other legal documents.

1672 Identify the owners', property, and agency's requirements for insurance.

CLUSTER OBJECTIVE: EACH STUDENT WILL PLAN MANAGEMENT POLICY FOR A REAL ESTATE AGENCY.

1673 Exercise skill in making decisions and managing time.

1674 Exercise skill in setting goals, and determining policies, procedures, and programs.

1675 Realize that employees will comply more readily with policies they understand.

CLUSTER OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITES.

1676 Develop a dedication to the public, the success of the business, and the people supervised.

1677 Assist in the career development of staff members, and guide and motivate others to see and achieve their own goals.

1678 Identify what jobs have to be done and their interrelationship according to authority and responsibility.

1679 Manage financial systems, records, marketing and statistical control, sales and listing activities, and adhere to budgets.

1680 Assign non-selling duties to sales supporting personnel, and follow-up on job assignments.

1681 Participate in local and service clubs in order to expand contacts and contribute to community growth; keep up-to-date on real estate news and marketing methods.

1682 Direct supervisors within the agency and empathize with the needs of employees.

1683 Adjust, adapt, or change as circumstances change.

CLUSTER OBJECTIVE: EACH STUDENT WILL CONDUCT HUMAN RESOURCE DEVELOPMENT ACTIVITIES.

1684 Recruit, train, and develop sales associates, and develop "in-house" training programs.

CLUSTER OBJECTIVE: EACH STUDENT WILL FOLLOW ETHICAL REAL ESTATE STANDARDS.

1685 Apply the code of ethics of the National Association of Realtors.

1686 Compete fairly in selling and avoid direct competition with subordinates.

1687 Be aware that a supervisor should set an example of personal work habits and character which employees can emulate.

PROPERTY MANAGEMENT

CLUSTER OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PROPERTY MANAGEMENT PRINCIPLES RELATED TO REAL ESTATE.

1691 Understand property renovation.

1692 Understand tenant selection, maintenance, and special services for multi-story building management.

1693 Understand strip-store, shopping center leasing, chain store leasing, commercial property leasing, industrial property leasing, and subsidized property leasing.

CLUSTER OBJECTIVE: EACH STUDENT WILL IDENTIFY PRINCIPLES OF REAL ESTATE MANAGEMENT.

1694 Know the functions of management and the fundamentals of a tenant-management relationship.

1695 Prepare, apply, and analyze a lease.

CLUSTER OBJECTIVE: EACH STUDENT WILL EVALUATE REAL PROPERTY MANAGEMENT POLICY.

1696 Evaluate management effectiveness.

MARKETING/ECONOMICS

CLUSTER OBJECTIVE: EACH STUDENT WILL OUTLINE THE IMPORTANCE OF MARKTING AND ECONOMICS IN REAL ESTATE.

1607 Identify factors influencing supply and demand (i.e., population, employment, wage levels, vacancy levels, labor supply, governmental control).

1608 Know the intagibles of business (i.e., human relations factors, economic factors, and innovations) influencing business.

1609 Understand how prices psychologically affect customers.

CLUSTER OBJECTIVE: EACH STUDENT WILL PLAN MARKETING/ECONOMIC POLICY FOR THE REAL ESTATE AGENCY.

1610 Determine seasonal business cycles and general patterns.

1611 Keep informed of competitive conditions in the marketing area which the agency serves.

MATHEMATICS

CLUSTER OBJECTIVE: EACH STUDENT WILL COMPLETE MATHEMATICAL PROBLEMS RELATED TO REAL ESTATE.

1714 Add, subtract, multiply, and divide with precision; use and translate fractions, percents, and decimals.

1715 Calculate interest on loans, sales commission, and broker's fee.

1716 Determine the costs to the buyer for real estate transactions; compute the net proceeds (after assessments, taxes, commissions, discounts, etc.), to the seller; and calculate the ways of preparing the deed, recording fees, and other legal fees.

CLUSTER OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SKILL IN APPRAISING.

1717 Determine the value of property, prepare cost breakdown of "extras" in homes or property, estimate cost of depreciation and condition of various types of property.

1718 Measure property, house, and room sizes.

1719 Determine income from property; compute property taxes; prorate taxes, insurance, and rents; and figure profit and loss in real estate sales.

PRODUCT/SERVICE TECHNOLOGY

CLUSTER OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PRINCIPLES OF PRODUCT/SERVICE TECHNOLOGY RELATED TO REAL ESTATE.

1856 Know what constitute a section of land, and interpret legal descriptions.

1857 Know thoroughly the property you wish to promote and understand the ways of classifying and describing homes.

1858 Know selling features of plumbing, heating, and air conditioning which are benefits to customers.

1859 Know how to manage maintenance activities such as preserving, cleaning, and altering.

1860 Know the possession requirements such as possession date, transfer of utilities, and delivery of keys to assist buyer and seller.

CLUSTER OBJECTIVE: EACH STUDENT WILL DISCUSS PRODUCTS AND SERVICES RELATED TO REAL ESTATE.

1861 Identify the different styles of homes and buildings and be familiar with construction techniques and building materials.

1862 Understand the different types of ownership (i.e., condominium, single family, cooperative).

1863 Understand all areas of insurance that pertain to property.

SELLING

CLUSTER OBJECTIVE: EACH STUDENT WILL PLAN SALES RELATED ACTIVITIES FOR A REAL ESTATE AGENCY.

1937 Prepare a competitive market survey and understand the law regarding selling of real property.

1938 Skillfully obtain property information and accurately report property information obtained.

1939 Evaluate your agency's prospecting effectiveness.

1940 Initiate contests offering financial reward/recognition for meeting or surpassing sales quotas.

CLUSTER OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

1941 Skillfully locate and qualify prospective buyers.

1942 Locate listings for your agency from such sources as referrals, solicitations, leads, and previous customers.

1943 Effectively apply telephone prospecting techniques.

1944 Obtain a listing contract from owners which includes details on: commission, length of listing, etc.

1945 Be alert to buying motives of clients, and exercise skill in overcoming prospective buyers' objections.

1946 Apply sales appeals according to the buying motives of the clients; exercise tact, creativity, and adaptability.

1947 Maintain high morale, motivation and ethics.

1948 Exercise skill in showing the property to prospective buyers; explain features and drawbacks of property, and features of neighborhood such as schools, shopping, etc.

1949 Understand the termination of listing by law and by action of the parties.

1950 Know how to effectively present the offer to the seller, how to effectively present the counter offer, and effectively handle buyer's decision on the counter offer.

1951 Understand closing procedures of a sale, and consider how and when to close the sale.

CLUSTER OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

1952 Arrange such closing requirements as closing date, deposit, title search, lien search, survey of property, and other legal instruments.

1953 Complete legal instruments.

1954 Collect any deposit made by the buyer and handle it as prescribed by law.

1955 Arrange for the seller to make necessary repairs.

1956 Arrange for the buyer to inspect property immediately prior to closing.

1957 Keep the owner informed on the progress of the listing.

1958 Prepare the property brief to include photos of property and building, maps of property, floor plans, tax information, financing, etc.

1959 Maintain a "listing file" in the real estate office with listing indexed, cross-referenced, and up to date.

1960 Use assistance of others in your agency when facing a problem.

CLUSTER OBJECTIVE: EACH STUDENT WILL COMPLETE SALES AND RELATED CONTRACTS NECESSARY FOR CLOSING A REAL ESTATE SALE.

1961 Know the essentials of a valid real estate sales contract and the forms of contract documents.

1962 Understand the listing agreements, the contract for sale of real estate, the option to buy and sell, and installment contracts.

1963 Understand leases and escrow agreements.

1964 Explain sellers' responsibilities for property from sales to close.

APPENDIX F

BUSINESS/PERSONAL SERVICES INSTRUCTIONAL OBJECTIVES AND COMPETENCIES

BUSINESS AND PERSONAL SERVICES

ADVERTISING

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO NAME THE USES AND PURPOSES OF ADVERTISING.

1401 Know the uses of promotional and institutional advertising.

1402 Know the purposes of advertising.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO NAME THE TYPES OF MEDIA AVAILABLE FOR ADVERTISING.

1403 Know the types of media that are available for advertising.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF ADVERTISING IN ORDER TO CREATE AN IMAGE DESIRED FOR THE STORE.

1404 Attitude that advertising helps increase sales, builds goodwill, and builds customer loyalty.

COMMUNICATIONS

CLUSTER OBJECTIVE: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

1451 Know the correct forms used in business writing.

1452 Use effective written communications in forms and reports.

1453 Write informative and effective business letters.

1454 Use legible handwriting when preparing written communications.

CLUSTER OBJECTIVE: IN BUSINESS SITUATIONS, THE STUDENT WILL UTILIZE GOOD TECHNIQUES IN COMMUNICATIONS.

1455 Address other people in a business-like manner whether they are customers, employees, or management.

1456 Communicate effectively with customers, co-workers, and supervisors.

1457 Believe that communications between various employees, departments, or divisions within a business will result in a more efficient operation with mutual benefits to all.

CLUSTER OBJECTIVE: IN BUSINESS SITUATIONS, THE STUDENT WILL LISTEN CAREFULLY WHEN COMMUNICATING.

1458 Listen carefully and follow directions.

1459 Listen carefully to customers' names and addresses and write them correctly.

CLUSTER OBJECTIVE: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

1460 Talk clearly and pleasantly, conveying spirit and enthusiasm.

1461 Awareness that the voice can express sincere welcome and eagerness to serve.

1462 Awareness that the voice can be used to express conviction and convey confidence.

1463 Appreciate the value of correct enunciation and pronunciation in speaking.

1464 Attitude that poor or awkward grammar lowers the image of the business and its personnel.

1465 Skill in effective use of speech and vocabulary.

1466 Realize that gestures help convey feelings in spoken communications.

CLUSTER OBJECTIVE: IN BUSINESS SITUATION, THE STUDENT WILL BE ABLE TO DEMONSTRATE CORRECT TELEPHONE USAGE.

1467 Use the telephone correctly and effectively.

1468 Receive telephone orders, complaints, inquiries, or messages properly.

CLUSTER OBJECTIVE: IN BUSINESS SITUATION, THE STUDENT WILL USE AN APPROPRIATE VOCABULARY.

1469 Develop a vocabulary descriptive of the service(s) being sold.

1470 Know the situations in which to use a technical language or commonly understood language.

1471 Realize that different people will interpret words or phrases differently, so care must be taken to avoid misinterpretations.

CLUSTER OBJECTIVE: IN BUSINESS SITUATIONS, THE STUDENT WILL PRACTICE DISCRETION WHEN COMMUNICATING.

1472 Know when to keep communications confidential.

CLUSTER OBJECTIVE: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO CORRECTLY AND TACTFULLY INTERPRET BUSINESS POLICIES TO CUSTOMERS.

1473 Skill in interpreting business policies to customers.

CLUSTER OBJECTIVE: IN SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE EFFECTIVE MOTIVATION TECHNIQUES.

1474 Know how to communicate with others in order to motivate them to work willingly.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE MANAGEMENT'S ROLE IN BUSINESS COMMUNICATIONS.

1475 Believe that an important phase of management's responsibility in any organization is communications.

DISPLAY

CLUSTER OBJECTIVE: THE STUDENT WILL EXPLAIN THE IMPORTANCE AND PURPOSES OF GOOD DISPLAYS.

1501 Attitude that displays can be used to create prestige, obtain publicity, educate the public, introduce new services or procedures, and build goodwill.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO EXPLAIN WHY BUSINESS ADVERTISING AND DISPLAYS SHOULD BE COORDINATED.

1502 Tie together advertising and displays in order to make a greater impact on customers.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE HOW DISPLAYS CREATE CUSTOMER INTEREST.

1503 Attitude that displays should be changed often to maintain customer interest.

CLUSTER OBJECTIVE: IN ACTUAL OR SIMULATED BUSINESS SITUATION, THE STUDENT WILL BE ABLE TO PREPARE DISPLAY SIGNS FOR PROMOTION.

1504 Letter and design a simple sign.

HUMAN RELATIONS

CLUSTER OBJECTIVE: IN SIMULATED SITUATIONS, THE STUDENT WILL RELATE THE IMPORTANCE OF GOOD HUMAN RELATIONS TO EMPLOYEE PRODUCTIVITY.

1551 Know that human relations in a service business consists of an interdependence with fellow employees, supervisors, and customers.

1552 Attitude that next to job performance, human relations is an employee's greatest responsibility.

1572 Know that good human relations helps increase production by stimulating interest and creativeness in employees.

CLUSTER OBJECTIVE: THE STUDENT WILL DEMONSTRATE GOOD GROOMING HABITS ON THE JOB.

1553 Dress appropriately for the job and maintain a well-groomed appearance.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF GOOD HEALTH TO EFFECTIVE JOB PERFORMANCE.

1554 Maintain good health for effective job performance.

CLUSTER OBJECTIVE: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DISPLAY INTERPERSONAL SKILLS.

1555 Know that understanding others and one's self is basic to working harmoniously together.

1556 Develop and maintain harmonious relationships with other employees.

1557 Develop and maintain a pleasant working environment.

1558 Know how to build sound working relationships in "forced" associations.

CLUSTER OBJECTIVE: IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

1559 Develop personality traits for successful job performance.

1560 Show an interest in others.

1561 Accept criticism and turn it into a character-building element.

1562 Accept and adjust to change.

1563 Realize that a positive attitude is usually reflected in one's work.

1564 Be willing to accept and put into practice the planned policies and procedures of management.

1565 Represent the business favorably to customers and outside business associates.

CLUSTER OBJECTIVE: GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO HANDLE PROBLEM SITUATIONS.

1566 Maintain an objective point of view in problem situations.

1567 Exercise self-control during trying situations.

CLUSTER OBJECTIVE: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE INITIATIVE AND CREATIVITY ON THE JOB.

1568 Demonstrate initiative and creativity.

1569 Be willing to perform tasks in addition to one's job responsibilities when situation necessitates.

CLUSTER OBJECTIVE: GIVEN VARIOUS BUSINESS SIUTATION, THE STUDENT WILL BE ABLE TO EFFECTIVELY HANDLE DIFFERENT TYPES OF CUSTOMERS.

1570 Know the ways to effectively handle difficult customers.

1571 Adapt to the personality and needs of customers.

MARKETING/ECONOMICS

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO IDENTIFY SIX INTANGIBLE FACTORS AND DESCRIBE HOW THEY MAY INFLUENCE BUSINESS SUCCESS.

1601 Know the intangibles of business, such as human relations factors, and innovations, which may influence business.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE THE ORGANIZATION OF A BUSINESS, INCLUDING THE FUNCTIONS OF EACH LEVEL OF MANAGEMENT.

1602 Understand the organization of a business and the functions of management.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO EXPLAIN WHY A BUSINESSPERSON SHOULD KEEP INFORMED OF COMPETITIVE CONDITIONS.

1603 Keep informed of competitive conditions in the market area which the business serves.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE HOW LAWS, REGULATIONS, AND GOVERNMENT AGENCIES CAN AFFECT A BUSINESS.

1604 Demonstrate an understanding of the effects of laws, regulations, and government agencies on business organizations.

MANAGEMENT

CLUSTER OBJECTIVE: IN BUSINESS SITUATIONS, THE STUDENT WILL EFFECTIVELY PLAN AND ORGANIZE WORK.

1651 Skill in planning and organizing work.

1652 Ability to determine in various situations the most efficient way to get the job accomplished.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE THE ROLE OF CUSTOMER SERVICES IN A BUSINESS OPERATION.

1653 Know that special customer services and accomodations build customer goodwill and help increase sales.

1654 Evaluate established methods and incorporate new ideas to improve customer service.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DISCUSS THE IMPORTANCE OF POLICY-MAKING TO BUSINESS SUCCESS.

1655 Attitude that management, supervisors, and employees require a framework of policies and procedures within which to operate.

1656 Awareness that a personnel organization enables the policies of a business to be carried out and enables each person employed to make a contribution to its successful operation.

1657 Believe that there should be a constant and intelligent effort on the part of management to be absolutely fair in all policies and practices.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF PROPER ORIENTATION AND TRAINING OF BUSINESS EMPLOYEES.

1658 Make job orientation for new employees friendly, skillful, and adequate.

1659 Attitude that employees must be continuously informed of new services, processes, or trends through individual or group training.

1660 Attitude that in order to be prepared for future management responsibilities, trainees must be willing to work and train in various capacities within the firm.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF SATISFACTORY WORKING CONDITIONS FOR EMPLOYEES.

1661 Attitude that conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.

1662 Attitude that each employee should be made to feel his/her efforts are really appreciated.

1663 Believe that careful scheduling and organization or workloads help maintain high employee morale and job performance.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE A PROPER PROCEDURE FOR EVALUATING EMPLOYEES.

1664 Know the business' procedures for evaluating employees.

1665 Tactfully identify employee mistakes and help correct them constructively.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF A SUPERVISOR SETTING A PROPER EXAMPLE FOR EMPLOYEES.

1666 Believe that a supervisor should set an example of personal work habits and character which employees can emulate.

MATHEMATICS

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO ACCURATELY ADD COLUMNS OF FIGURES.

1701 Add columns of figures with facility.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO ACCURATELY MULTIPLY AND EXTEND FIGURES.

1702 Multiply and extend figures with facility.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO ACCURATELY USE AND TRANSLATE PERCENTAGES.

1703 Use and translate percentages with facility.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO ACCURATELY COMPUTE SALES TAX.

1704 Compute local, state, and federal taxes which must be applied to sales.

1705 Read and interpret self-computing scales* that speed up mathematical procedures. (*such as tax computation charts).

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO ACCURATELY COMPUTE CUSTOMER SALES.

1706 Accurately calculate the exact amount of a customer's purchase.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO CORRECTLY MAKE CHANGE AND USE THE CASH REGISTER.

1707 Make change quickly and accurately.

1708 Use the cash register properly.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF KEEPING PROPER RECORDS OF CASH RECEIPTS AND BANK DEPOSITS TO A BUSINESS' SUCCESS.

1709 Maintain proper records of cash received and bank deposits to prevent losses.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE THE RELATIONSHIP BETWEEN THE FIRM'S OPERATING EXPENSES, SALES, AND PROFITS.

1710 Know that a service business firm's operating expenses include such expenses as payroll, promotional expenses, utilities, transportation, and supplies.

MERCHANDISING

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO EXPLAIN WHY A BUSINESSPERSON MUST KEEP INFORMED OF COMPETITIVE CONDITIONS.

1751 Be aware of competitors' services, prices, and advertising.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO EXPLAIN PRICING'S EFFECT ON CUSTOMERS.

1752 Understand how prices psychologically affect customers.

OPERATIONS

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DISCUSS THE IMPORTANCE OF LEARNING AND FOLLOWING BUSINESS POLICIES.

1801 Knowledge of the rules and regulations of business procedures concerning employee policies, such as lunch hours, dress regulations, tardiness and absences, personal use of the telephone, etc.

CLUSTER OBJECTIVE: IN SIMULATED BUSINESS SITUATIONS, THE STUDETN WILL BE ABLE TO DEMONSTRATE A PROPER METHOD OF HANDLING AND RECORDING CUSTOMER PAYMENTS.

1802 Handle and record customer payments of bills.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO LIST TEN DIFFERENT TYPES OF INFORMATION WHICH A BUSINESS MIGHT CHECK AS A CUSTOMER'S REFERENCES IN APPLYING FOR CREDIT.

1803 Follow through on references given by credit applicants.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE HOW PROPER MAINTENANCE OF THE BUSINESS AFFECTS CUSTOMER SALES.

1804 Attitude that a well-kept store or business is a primary means of attracting and holding business.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO EXPLAIN HOW CONTROLLING EXPENSES HAS A DIRECT IMPACT ON THE BUSINESS' PROFITS.

1805 Believe that careful use of supplies will help control expenses.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DISCUSS ACCIDENT PREVENTION AND HOW TO HANDLE ACCIDENTS AND EMERGENCIES.

1806 Know how to take care of employees' and customers' accidents.

1807 Know the location of fire extinguishers and other emergency equipment.

PRODUCT/SERVICE TECHNOLOGY

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE WHY A CONTINUOUS TRAINING AND RETRAINING PROGRAM IS DESIRABLE FOR A BUSINESS.

1851 Believe that a continual program of training and retraining employees with service knowledge must be carried out.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO EXPLAIN WHY FAMILIARITY WITH TRADE JOURNALS AND OTHER PUBLICATIONS WILL SUPPLEMENT SERVICE KNOWLEDGE.

1852 Attitude that reading trade journals and other publications will supplement service knowledge learned on the job.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO LIST AT LEAST TEN PRIVATE AND/OR GOVERNMENTAL CONSUMER PROTECTION AGENCIES.

1853 Know the various agencies that give protection to the customer.

SELLING

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF SELLING AS AN OCCUPATION.

1901 Believe that selling contributes to the well-being of customers.

CLUSTER OBJECTIVE: IN SELLING SITUATIONS, THE STUDENT WILL CONVEY AN INTEREST IN THE SERVICES (AND PRODUCTS) BEING SOLD.

1902 Have a strong interest in the service (and any product) being sold.

1903 Feel that the customer needs the service being offered.

1904 Know the selling features of services (and products) offered.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE SUCCESS OF A BUSINESS.

1905 Realize that today's customer chooses the business where shopping conditions are most pleasant.

1906 Attitude that one should give the best customer service with the customer always first in mind.

1907 Realize that customer loyalty can be build with friendly service.

1908 Treat customers with courtesy even though they don't buy in hope that they will return to buy at a future date.

CLUSTER OBJECTIVE: IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE AN ABILITY TO HANDLE DIFFERENT CUSTOMER TYPES.

1909 Realize that each customer is an "individual."

1910 Ability to handle individual differences in customers.

1911 Ability to tactfully handle different customers.

CLUSTER OBJECTIVE: IN SELLING SITUATIONS, THE STUDENT WILL SHOW A GENUINE INTEREST IN EACH CUSTOMER.

1912 Skill in remembering customers' names when serving them.

1913 Skill in remembering personal information about individual customers.

1914 Show a sincere interest in customers and their problems.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO SELECT A SUITABLE APPROACH FOR EACH CUSTOMER.

1915 Attitude that customers should be approached promptly and not be kept waiting.

1916 Know the customer approaches which may be used when opening a sale.

1917 Open a sales conversation with a suitable statement or remark.

CLUSTER OBJECTIVE: IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO HELP CUSTOMER MAKE A BUYING DECISION.

1918 Determine customers' wants and desires during sales.

1919 Ability to question, observe, and listen in order to complete a successful sale.

1920 Know the ways to help a customer make a buying decision.

1921 Use suggestion selling in situations where customers are unfamiliar with the services offered.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO SENSE AND HANDLE CUSTOMER OBJECTIONS DURING A SALE.

1922 Sense a customer's objections and handle them as effectively as possible.

1923 Realize that customers' objections must be handled and overcome with respect.

CLUSTER OBJECTIVE: IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY CLOSE A SALE.

1924 Determine when and how to close a sale.

1925 Know the procedures involved in conducting a cash sale transactions, and efficiently handle the transaction.

1926 Know the procedures involved in conducting a charge sale transaction, and efficiently handle the transaction.

1927 Handle charge plates during a charge sale transaction.

1928 Properly complete saleschecks.

CLUSTER OBJECTIVE: IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY HANDLE CUSTOMER COMPLAINTS.

1929 Handle customer complaints according to the business' policy.

1930 Realize that a customer's complaint is an excellent opportunity to build goodwill.

1931 Attitude that the customer--by his/her very act of complaining--is giving the business an opportunity to correct a possible fault in its operation.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE THE SALESPERSON'S ROLE IN PUBLIC RELATIONS.

1932 Realize the importance of public relations to the salesperson's position.

CLUSTER OBJECTIVE: THE STUDENT WILL BE ABLE TO DESCRIBE WHY CONTINUAL SALES TRAINING IS IMPORTANT TO BUSINESS SUCCESS.

1933 Believe that one should take advantage of sales training opportunities.

APPENDIX G

REAL ESTATE CURRICULUM GUIDE
FIELD TEST COPY

State of Illinois
Marketing and Distributive Education
Curriculum Guide
for

REAL ESTATE

PROJECT DIRECTOR: DR. ROGER L. LUFT, Marketing and Distributive Education Teacher-Educator, Southern Illinois University, Carbondale, Illinois

RESEARCHERS: JANICE BONA CLUCK
FRANK KLEIN
KURT MASSIE

GRADUATE ASST.: LARRY BENHART

MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE for

REAL ESTATE

Table of Contents

Information on Careers in the Real Estate Industry ii

Bibliography v

Instructional Competencies classified into ten color-coded instructional areas 1

Area	Color	Page
ADVERTISING	Blue	1
COMMUNICATIONS	Goldenrod	11
DISPLAY	Yellow	23
FINANCE	Salmon	31
HUMAN RELATIONS	Buff	37
GENERAL MANAGEMENT	Green	47
PROPERTY MANAGEMENT	Green	65
MARKETING/ECONOMICS	Blue	71
MATHEMATICS	White	77
PRODUCT/SERVICE TECHNOLOGY	Yellow	83
SELLING	Green	91

This document has been developed and published under contractual agreement (R33-10X-0424-310) between the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777, and the Department of Vocational Education Studies, Southern Illinois University, Carbondale, Illinois 62901. Contractors undertaking such projects under Illinois State Board of Education sponsorship may express judgments in professional and technical matters. Points of view or opinions, therefore, do not necessarily represent official Illinois State Board of Education position or policy.

INFORMATION ON CAREERS IN
THE REAL ESTATE INDUSTRY

REAL ESTATE

Real estate is the largest income producing industry in the selling profession. The purchase of properties is generally the greatest monetary investment that an individual or company will make, and as the population continues to increase, the value of real estate properties will also rise. People are looking at real estate as a safe and secure investment now more than ever, because of its good record of steadily increasing in value. For these and other reasons, the real estate industry is and will continue to be a dynamic focal point in the selling profession.

Like many industries where selling is a fundamental requirement for success, the real estate business is a highly competitive one. This frequently intimidates potential salespeople as they observe the number of real estate professionals that are operating in their area. The fact is, however, that many real estate salespeople are only average in their performance and that the demand for motivated, well-trained professionals is great. Therefore, this requires that the potential real estate professional be willing to accept the challenges imposed on him/her with a dedication to the high standards of the real estate profession. The challenges are indeed great, but so are the rewards.

The real estate business offers many opportunities for people of all ages and backgrounds. It is a field that can allow people to work full or part-time with a high degree of success and accomplishment. For those who are motivated, the road to advanced managerial positions is open.

Additional information about careers in the real estate industry is available from:

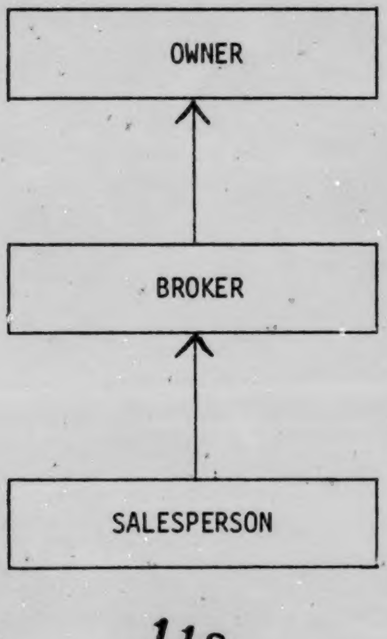
National Association of Realtors
430 N. Michigan Avenue
Chicago, IL 60611

Illinois Association of Realtors
Illinois Realtors Plaza - Suite 400
Springfield, IL 62703

Society of Real Estate Appraisers
645 N. Michigan Avenue
Chicago, IL 60611

A general career ladder and job descriptions of common job titles in real estate businesses follow. The number of these job titles will vary according to the size and specialization of the business. Therefore, larger businesses will have more specialized positions performed by a greater number of employees than will smaller businesses. The job descriptions that follow are those most commonly found in a typical real estate business.

GENERAL CAREER LADDER - REAL ESTATE



JOB DESCRIPTIONS - REAL ESTATE

OWNER - The owner of the real estate business is sometimes the broker of the establishment as well. In this case, the owner would assume more of the managerial and supervisory duties of the business. The owner would establish company policies, and work with the broker in setting up budgets, advertising and promotion strategies, personnel management procedures, market analysis, operation evaluations, and corrective measures, etc.

BROKER - Each real estate office must be overseen by a broker. Many real estate contracts require that a broker be present when they are completed since the broker acts as an intermediary in a real estate transaction. A broker assumes much of the duties that a manager or supervisor undertakes in other selling businesses. The duties of this position may include the implementation and management of company policies, budgets, advertising strategies, personnel management procedures, appraising methods, market analysis, operation evaluations, and corrective measures, etc. In addition, the broker may also work in the capacity of a real estate salesperson.

SALESPERSON - The real estate salesperson performs such duties as prospecting for clients, analyzing the clients' needs and qualifications, helping the buyer obtain adequate financing, showing properties, obtaining offers and counter offers, working out closing details and procedures, appraising properties, etc. Since the salesperson also acts as an intermediary in a real estate transaction, it is frequently his/her duty to assist in the completion of the necessary real estate contracts.

BIBLIOGRAPHY FOR INSTRUCTIONAL MATERIALS REFERENCED IN THE REAL ESTATE CURRICULUM GUIDE

(Arranged alphabetically by Title)

ART OF PERSUASION IN SELLING REAL ESTATE, THE, Richard Huff. Chicago: Realtors National Marketing Institute of the National Association of Realtors, 1979.

BUSINESS ENGLISH AND COMMUNICATION, 4th Edition, Stewart, Lanham, Zimmer and Clark. McGraw-Hill, Inc., 1972.

BUSINESS MATHEMATICS, Robert Webber. Boston: Houghton Mifflin Company, 1976.

CLOSING THE SALE. Los Angeles: California Association of Realtors, 1976.

ESSENTIALS OF REAL ESTATE FINANCE, Maurice Unger and Ronald Melicher. Cincinnati: South-Western Publishing Co., 1978.

FUNDAMENTALS OF REAL ESTATE APPRAISAL, 2nd Edition, William Ventola and Martha Williams. Chicago: Real Estate Education Co., 1977.

HOW TO NEGOTIATE IN LISTING AND SELLING HOMES. Los Angeles: California Association of Realtors, 1977.

HUMAN RELATIONS IN MARKETING, 2nd Edition, Donald Hiserodt. McGraw-Hill, Inc., 1978.

MANAGEMENT OF THE SALES FORCE, 5th Edition, William Stanton and Richard Buskirk. Homewood, IL: Richard D. Irwin, Inc., 1978.

MARKETING MANAGEMENT, Joe Kent Kerby. Cincinnati: South-Western Publishing Co., 1970.

MODERN REAL ESTATE PRACTICE, 8th Edition, Galaty, Allaway and Kyle. Chicago: Real Estate Education Company, 1978.

PRACTICAL HUMAN RELATIONS, Robert Fulmer. Homewood, IL: Richard D. Irwin, Inc., 1974.

PRINCIPLES OF REAL ESTATE MANAGEMENT, James C. Downs. Chicago: The Institute of Real Estate Management, 1975.

PSYCHOLOGY OF MOTIVATION AND PERSUASION IN REAL ESTATE SELLING, John Cyr. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

REAL ESTATE ADVERTISING IDEAS. Chicago: Realtors National Marketing Institute, 1973.

REAL ESTATE FINANCE, Maurice Unger and Ronald Melicher. Cincinnati: South-Western Publishing Co., 1978.

REAL ESTATE LAW, 6th Edition, Robert Kratovil. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.

REAL ESTATE PRINCIPLES AND PRACTICES, 8th Edition, Alfred Ring and Jerome Dasso. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

REAL ESTATE PRINCIPLES AND PRACTICES, 6th Edition, Maurice Unger and George Karvel. Cincinnati: South-Western Publishing Co., 1979.

REAL ESTATE SALES AND BROKERAGE, Warren Cruikshank and John Burke. McGraw-Hill, Inc., 1975.

REAL ESTATE SELLING MAGIC, Gael Himmah. Walnut Creek, CA: Gael Himmah Publishing Company, 1980.

REALTORS INSTITUTE REFERENCE AND PRACTICE BOOK, VOLUMES 1, 2, 3. Chicago: National Association of Realtors, 1977.

SELLING: A SELF-MANAGEMENT APPROACH, 2nd Edition, Ferdinand Mauser. Harcourt Brace Jovanovich, Inc., 1977.

SELLING INCOME PROPERTY SUCCESSFULLY, Revised Edition, John Allen. Los Angeles: California Association of Realtors, 1976.

SELLING PRINCIPLES AND METHODS, 6th Edition, Carlton Pederson and Milburn Wright. Homewood, IL: Richard D. Irwin, Inc., 1976.

SELLING REAL ESTATE, Albert Wray, Editor. Los Angeles: California Association of Realtors, 1979.

STEIN'S REFRESHER MATHEMATICS, 3rd Edition, Edwin Stein. Allyn and Bacon, Inc., 1974.

SUPERVISION: PRINCIPLES OF PROFESSIONAL MANAGEMENT, Robert Fulmer. Beverly Hills: Glencoe Press, 1976.

SUPERVISORY MANAGEMENT: TOOLS AND TECHNIQUES, M. G. Newport, Editor. West Publishing Co., 1976.

UNDERSTANDING AND USING COMMUNICATION IN BUSINESS, Joel Bowman and Bernadine Branchaw. San Francisco: Canfield Press, 1977.

WORKING AT HUMAN RELATIONS, Rosemary Fruehling. McGraw-Hill, Inc., 1977.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL PLAN A REAL ESTATE AGENCY ADVERTISING CAMPAIGN.

COMPETENCY(IES): 1406 - Participate as a team member in planning advertising and vary promotional techniques.

CONTENT

I. Writing of Advertising Policy.
  A. Objectives of policy
  B. Media to be used
  C. Costs of advertising
  D. Who writes the ad
  E. Market/demographical statistics to be used

II. Vary Promotional Techniques.
  A. Various media considerations
    1. Newspapers and magazines
    2. Signs and billboards
    3. Bulletins or newsletters
    4. Mailing directly to potential clients, past clients, etc.
    5. Radio
    6. Television

RESOURCES

Real Estate Sales and Brokerage
Chapter 3

Modern Real Estate Practice
Chapter 6

Realtors Institute Reference and Practice Book - Vol. II, Chapter 4

Realtors National Marketing Institute, Real Estate Advertising Ideas - Sections I - IV

SUGGESTED LEARNING ACTIVITIES:

Have students write examples of advertising for various kinds of media according to information which you provide. Discuss their examples in class according to what features might be the most effective or least effective.

Have a knowledgable real estate person discuss with the students the considerations of formulating and implementing an advertising policy for the real estate agency.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL PLAN A REAL ESTATE AGENCY ADVERTISING CAMPAIGN.

COMPETENCY(IES): 1407 - Keep the general public cognizant of your agency's name and services, and realize the contributions made by specialty advertising.

CONTENT	RESOURCES
I. Specialty Advertising A. Business cards B. Pens, calendars C. Self-induced publicity D. Miscellaneous	Real Estate Principles and Practices - Chapter 22 Real Estate Sales and Brokerage - Chapter 3 Realtors Institute Reference and Practice Book - Vol. II, Chapter 4 Real Estate Advertising Ideas - Section I

SUGGESTED LEARNING ACTIVITIES:

Have a "guest speaker - Real Estate Broker" speak about public awareness of your agency and specialty advertising.

Have students identify and collect examples of specialty advertising items.

Show the class examples of specialty advertising items and discuss when these items might be used.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL PLAN A REAL ESTATE AGENCY ADVERTISING CAMPAIGN.

COMPETENCY(IES): 1408 - Identify specific target markets for demographic and geographic information, and target audiences for testing sales promotion activities.

CONTENT	RESOURCES
I. Market Factors A. Population B. Occupancy rates C. Employment trends D. Government controls	Real Estate Sales and Brokerage Chapter 3 Modern Real Estate Practice Chapters 3, 6
II. Supply/Demand Factors A. Available housing B. Amount of buyers/sellers	Realtors Institute Reference and Practice Book - Vol. II, Chapter 2
III. Target Audiences A. Young couples B. Singles C. Older, retired couples D. Large families	

SUGGESTED LEARNING ACTIVITIES:

Have students read about market factors and promotion testing and discuss these with the class.

Have students identify and list demographic and geographic market factors.

Have a guest speaker - Broker, speak about target markets and audiences for promotion testing.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL PLAN A REAL ESTATE AGENCY ADVERTISING CAMPAIGN.

COMPETENCY(IES): 1409 - Identify the types of media available for advertising and related costs of various media.

CONTENT	RESOURCES
I. Media A. Stationary & personal cards B. Signs/billboards C. Open houses D. Newspaper 1. ads 2. classified 2. display E. Direct mail F. Radio/television II. Considering Costs of Media A. Assess objectives of the advertising B. Determine the best medias to use C. Weigh the costs vs. benefits D. Select the best media	Real Estate Sales and Brokerage - Chapter 3 Modern Real Estate Practice Chapter 6 Real Estate Advertising Ideas - Appendix

SUGGESTED LEARNING ACTIVITIES:

Have students read about advertising of real property and discuss various advertising media and their related costs.

Have students collect data and list local advertising media and the costs of each.

Have students collect, show and discuss in class advertising media (i.e., newspapers, housing magazines, brochures, etc.).

ADVERTISING

OBJECTIVE: EACH STUDENT WILL PLAN A REAL ESTATE AGENCY ADVERTISING CAMPAIGN.

COMPETENCY(IES): 1410 - Understand the acceptability of advertising media in your community.

CONTENT	RESOURCES
I. Acceptability of Various Local Advertising Media A. Newspapers B. Radio, television C. Signs D. Brochures (i.e., Homes and Lifestyle magazines) II. Evaluate Local Media A. Costs B. Effectiveness C. Consistent with agency's policy	Real Estate Advertising Ideas - Chapter 7 Realtors Institute Reference and Practice Book - Chapter 4 Modern Real Estate Practice Chapter 6

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students the acceptability of local advertising media.

Have a "guest speaker - Real Estate Broker," speak on the acceptability of local advertising media.

Have students write an essay comparing local advertising media and the media's acceptability.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL EXPLAIN THE PRINCIPLES OF PROMOTING REAL ESTATE.

COMPETENCY(IES): 1411 - Know the types and uses of advertising, sales promotion, publicity, and promotional campaigns.

CONTENT

I. Classified Advertising
  A. Newspapers
  B. Radio/television
  C. Magazines

II. Display Advertising
  A. Brochures
  B. Office displays
  C. Store displays

III. Specialty Advertising
  A. Logo
  B. Free advertising
  C. Handouts

IV. Institutional Advertising
  A. Promote industry
  B. Promote company

V. Publicity

RESOURCES

Real Estate Sales and Brokerage - Chapter 3

Real Estate Advertising Ideas

SUGGESTED LEARNING ACTIVITIES:

Have students read about types and uses of advertising and discuss types and uses of advertising, sales promotion, etc.

Have students identify different advertising media, and explain their uses in meeting the advertising needs of the real estate business. (i.e., residential ads, commercial ads, publicity, etc.).

ADVERTISING

OBJECTIVE: EACH STUDENT WILL EXPLAIN THE PRINCIPLES OF PROMOTING REAL ESTATE.

COMPETENCY(IES): 1412 - Understand the law regarding advertising of real property.

CONTENT	RESOURCES
I. "Regulation Z" A. Truth in Lending Act	Modern Real Estate Practice Chapters 6, 15
II. Disclosures A. Agent's name B. Licensee's interest in ads	Unger/Karvel, Real Estate Principles and Practices Chapter 22

SUGGESTED LEARNING ACTIVITIES:

Have students read about laws related to advertising real property, and discuss these laws with the class.

Have a knowledgable attorney speak about the laws regulating advertising of real property.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL EXPLAIN THE PRINCIPLES OF PROMOTING REAL ESTATE.

COMPETENCY(IES): 1413 - Know thoroughly the property you wish to promote; gather information for advertising copy; write advertising copy; and check advertising proofs for corrections, additions, and deletions.

CONTENT	RESOURCES
I. Ad writing A. Demographics of property B. Style of ad C. Media used	Modern Real Estate Practice Chapter 6 Real Estate Sales and Brokerage - Chapter 3
II. Ad Strategy A. Target audience B. Media used	Realtors Institute Reference and Practice Book - Vol. II, Chapter 4

SUGGESTED LEARNING ACTIVITIES:

Have students read about writing advertising copy and discuss ad writing with students.

Have students collect and show in class examples of ads, and discuss quality of various ads of real property collected by students.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL EXPLAIN THE PRINCIPLES OF PROMOTING REAL ESTATE.

COMPETENCY(IES): 1414 - Know the importance of visibility through participation in community-wide projects.

CONTENT	RESOURCES
I. Public Relations A. Get business name known to public B. Get your name known to public	Real Estate Advertising Ideas Chapter 7
II. Service to the Community A. Involvement in community affairs B. Involvement in civic/private associations	Principles of Real Estate Management - Chapter 22

SUGGESTED LEARNING ACTIVITIES:

Discuss with students the idea of "Community first - then company."

Have a "guest speaker - Realtor" speak about public relations and community service and the results from successful public relations.

ADVERTISING

OBJECTIVE: EACH STUDENT WILL EVALUATE ADVERTISING IN REAL ESTATE.

COMPETENCY(IES): 1415 - Evaluate your agency's advertising and promotional efficiency, and determine the strengths and weaknesses of an advertising campaign.

CONTENT	RESOURCES
I. Advertising and Promotional Efficiency A. Results must meet the predetermined objectives of the agency	Real Estate Sales and Brokerage - Chapter 3
B. Results must be consistent with the advertising policy	Modern Real Estate Practice Chapter 6
II. Determining Strengths and Weaknesses A. Evaluate product image B. Evaluate advertising copy	Realtors Institute Reference and Practice Book - Vol. II, Chapter 4

SUGGESTED LEARNING ACTIVITIES:

Have students read about evaluation of advertising policy and discuss strengths and weaknesses of advertising policy related to real estate agencies.

Have students list and identify the components of an effective advertising campaign.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL APPLY GOOD PRINCIPLES OF COMMUNICATION.

COMPETENCY(IES): 1478 - Listen objectively.

CONTENT	RESOURCES
I. Some Requirements of a Good Listener A. Proper attitude B. Necessary vocabulary C. Ignore distractions D. Adequate physical condition	Business English and Communication - Chapter 4 Understanding and Using Communication - Chapters 5, 6
II. Further Requirements of Listening Objectively A. Eliminate prejudices B. Minimize emotions C. Familiarize oneself with the subject	NAR, Realtors Institute and Reference Book - Vol, II, Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Verbally give students hypothetical real estate information as if you were a seller, buyer, or potential client. Have the students complete a short quiz concerning the information you presented to determine how well they listened.

Discuss with the students the importance of observing non-verbal feedback in order to listen and understand more effectively.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL APPLY GOOD PRINCIPLES OF COMMUNICATION.

COMPETENCY(IES): 1479 - Effectively handle incoming telephone calls.

CONTENT	RESOURCES
I. Considerations of Handling Telephone Calls A. Friendly, courteous voice B. Focus attention on the caller and the message C. Obtain the necessary information pleasantly D. Exercise tact in exchanging information E. Communicate an eager desire to help	Business English and Communication - Unit 60 Real Estate Selling Magic Chapter 6 Selling Principles and Methods - Chapter 8
II. Know What Information You Want A. Name and address B. Appointment dates and times C. Data on the caller (i.e., needs, background, etc.) D. Miscellaneous	

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the class some winning telephone techniques in handling callers.

Discuss with the class the types of information that a real estate person might wish to obtain on the telephone from a buyer, seller, or potential client. Also discuss what type of information the real estate person may not wish to give out on the phone (i.e., address of properties, etc.).

Have students pair off and practice good telephone techniques by simulating an office call situation. Provide any information concerning the conversation or its content as needed.

COMMUNICATIONS

CBJECTIVE: EACH STUDENT WILL APPLY GOOD PRINCIPLES OF COMMUNICATION.

COMPETENCY(IES): 1480 - Create the right atmosphere in which to conduct an interview.

CONTENT

I. Conducting an Interview
  A. Be prepared
    1. Know the information you want
    2. Have a proper setting arranged
      a. generate a "mood"
      b. small room is best
    3. Obtain and understand the necessary background information
    4. Miscellaneous
  B. Know the purpose(s) of the interview
    1. Qualifying the buyer
    2. Obtain needed information from the seller
  C. Know the direction you wish the interview to follow
  D. Courteously conduct the interview
    1. Put the other person at ease
    2. Be receptive to the other person(s)' personality
    3. Present a positive image

RESOURCES

Understanding and Using Communication in Business Chapter 8

Business English and Communication - Part 10

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the students the methods one can utilize to create a good atmosphere in which to conduct an interview.

Have students role-play interview situations according to hypothetical information which you provide. Emphasize establishing the correct mood and rapport at the onset of the interview.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL APPLY GOOD PRINCIPLES OF COMMUNICATION.

COMPETENCY(IES): 1481 - Recognize the confidentiality of communication.

CONTENT	RESOURCES
I. Recognizing Confidentiality A. Practicing ethics in communication B. Awareness of the legal parameters C. Respecting the clients' confidentialities D. Knowing what is considered confidential 1. By the seller 2. By the buyer 3. In negotiating 4. In gathering information 5. Miscellaneous	Real Estate Selling Magic Chapter 6, Appendix A, "NAR Code of Ethics" Business English in Communications - Unit 13

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the class what kind of information should be kept confidential in real estate.

Have students review the "Code of Ethics" of the National Association of Realtors and any further ethical considerations of the real estate Board in your area. Discuss these applicable codes in relationship to confidentiality in communication.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL APPLY GOOD PRINCIPLES OF COMMUNICATION.

COMPETENCY(IES): 1482 - Tactfully gather information from the client, and develop an awareness of body and non-verbal communication.

CONTENT	RESOURCES
I. Gathering Information with Finesse A. Learn to tactfully phrase questions B. Develop an information gathering instrument 1. Questionnaire 2. Information outline C. Be receptive to the clients' reactions to questions 1. Verbal feedback 2. Non-verbal feedback	Real Estate Selling Magic Chapters 5, 6 "Communication for Supervisors," Supervisory Management: Tools and Techniques - Chapter 9 Understanding and Using Communication in Business Chapter 6
II. Aspects of Non-Verbal Communication A. Distance between people and the space they occupy B. Promptness in meetings, etc. C. Contact with the eyes D. Body movements E. Posture F. Appearance G. Miscellaneous	NAR, Realtors Institute Reference and Practice Book Vol. II, Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Have students act out an interview situation where one student plays the part of the client and the other student plays the part of the real estate person. Provide the students with information as needed to act out this interview.

Discuss with students how to tactfully phrase common real estate questions and at what time to ask them. Also, discuss the importance of observing non-verbal feedback as an aid to understanding the client.

Have a knowledgable speech teacher discuss with your class what many of the non-verbal communications are and what they mean.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL DEVELOP COMMUNICATION IN THE REAL ESTATE PROFESSION.

COMPETENCY(IES): 1483 - Read trade and business journals and publications to keep abreast of real estate and business trends.

CONTENT	RESOURCES
I. Reading Trade and Business Journals A. Recognize the importance of keeping up to date B. Learn new methods and techniques in real estate C. Further enhance the exchange of information within a professional organization	NAR, Realtors Institute Reference and Practice Book Vol. I, Chapter 12 Real Estate Selling Magic Chapter 1
II. Possible Locations to Obtain Journals A. Libraries B. Real Estate offices C. Real Estate Boards	

SUGGESTED LEARNING ACTIVITIES:

Discuss with students the importance of the successful real estate person keeping abreast of real estate and business trends. Bring in appropriate trade and business journals for their inspection.

Have students write a critique on some article that they have found which currently relates to the real estate profession.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL DEVELOP COMMUNICATION IN THE REAL ESTATE PROFESSION.

COMPETENCY(IES): 1484 - Evaluate personal and agency communication effectiveness.

CONTENT

I. Evaluating Communication Effectiveness
   A. Comparison of goals and objectives with results
   B. Analysis of communication efforts
      1. Individually
      2. As a group
   C. Diagnosing problems in communication
      1. Poor verbal skills
      2. Misunderstandings and misinterpretations
      3. Barriers such as culture, ethnic differences, etc.

RESOURCES

NAR, Realtors Institute Reference and Practice Book Vol. II, Chapter 1

Understanding and Using Communication in Business Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the class some of the problems they have encountered in communicating effectively and how they have handled those problems.

Discuss with the students the importance of having good communication channels within a real estate agency so as to maximize the exchange of appropriate real estate information.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL BE ABLE TO SPEAK EFFECTIVELY AND WRITE EFFECTIVE COMMUNICATIONS.

COMPETENCY(IES): 1485 - Translate technical words into the client's language.

CONTENT	RESOURCES
I. Translating Technical Words A. Understand the terminology yourself B. Determine what terminology causes a problem 1. Verbal feedback 2. Non-Verbal feedback C. Present the technical information as simply as possible D. Be careful in maintaining accuracy in your descriptions	Understanding and Using Communication in Business Chapters 1, 7 NAR, Realtors Institute Reference and Practice Book Vol. II, Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Select a group of technical words and have students review these words and write simple explanations concerning them that would be understandable to an uninformed client. Include technical terminology in the area of finance, construction, etc.

Have a knowledgable real estate person discuss with the class how he/she translates technical words into the clients' language while maintaining accuracy in descriptions.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL BE ABLE TO SPEAK EFFECTIVELY AND WRITE EFFECTIVE COMMUNICATIONS.

COMPETENCY(IES): 1486 - Write letters of introduction for your agency, prospecting letters, appreciation, and follow-up letters.

CONTENT	RESOURCES
I. Writing Letters in the Real Estate Business A. General purpose is to secure listings and make sales	Understanding and Using Communication in Business Chapters 2, 3
B. Use the appropriate letterhead, body style, and punctuation	CAR, Selling Income Property Successfully - Chapter 6
C. Know the most effective way to present your information D. Be aware that letters can be an effective sales tool	Business English and Communication - Part 7, Unit 38 - 41

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable english teacher discuss with the class appropriate business letter body styles, punctuations, etc., that would be appropriately used in real estate letters.

Bring in sample real estate letters and discuss their specific purposes, letter styles, etc., with the students.

Have students type sample real estate letters according to the information which you provide.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL BE ABLE TO SPEAK EFFECTIVELY AND WRITE EFFECTIVE COMMUNICATIONS.

COMPETENCY(IES): 1487 - Communicate decisions to others and suggest changes to management.

CONTENT	RESOURCES
I. Communicating Decisions to Others A. Decisions generally go from higher to lower levels of authority B. Occasionally decisions are communicated between people of the same authority level C. Necessary to minimize communication barriers II. Suggesting Changes to Management A. Information goes from a lower to a higher level of authority B. Important to go through the proper channels of communication when possible C. Suggestions for changes must be well prepared and considered before presenting	"Communication for Supervisors," Supervisory Management: Tools and Techniques - Chapter 9 Management of the Sales Force - Chapter 13 Understanding and Using Communication in Business Chapter 11

SUGGESTED LEARNING ACTIVITIES:

Have students participate in a simulated communication activity where they are communicating decisions to others and suggesting changes to management according to hypothetical information which you provide.

Have a knowledgable real estate person discuss with the students the methods and techniques he/she uses to effectively communicate decisions and suggest changes.

COMMUNICATIONS

OBJECTIVE: EACH STUDENT WILL BE ABLE TO SPEAK EFFECTIVELY AND WRITE EFFECTIVE COMMUNICATIONS.

COMPETENCY(IES): 1488 - Develop a vocabulary descriptive of real estate to be sold.

CONTENT	RESOURCES
I. Developing a Real Estate Vocabulary A. Acquire the necessary technical knowledge 1. Building styles 2. Construction	NAR, Realtors Institute Reference and Practice Book Vol. II, Chapter 1; Vol. I, Chapter 4
3. Design B. Make difficult terminology understandable to clients	Selling. A Self-Management Approach - Part 3
1. Appropriate explanations and examples 2. Alternate commonly used descriptors	Real Estate Selling Magic Chapter 8

SUGGESTED LEARNING ACTIVITIES:

Take students to various real estate properties and discuss the vocabulary that might be used in describing the property to clients.

Have a knowledgable real estate person discuss with the students the vocabulary that he/she uses in describing real estate.

Have students make a list of vocabulary that would be appropriate in describing real estate to be sold. Review the lists in class and point out good and bad terminology.

DISPLAY

OBJECTIVE: EACH STUDENT WILL IDENTIFY THE PRINCIPLES OF DISPLAY RELATED TO CONDUCTING AN OPEN HOUSE.

COMPETENCY(IES): 1514 - Understand the laws regarding displaying real property and how to decide on an appropriate outdoor sign.

CONTENT	RESOURCES
I. Laws Regarding Displaying Real Property A. State B. Federal C. Local 1. Community restrictions 2. Stipulations made by the local real estate board	Ring/Dasso, Real Estate Principles and Practices Chapter 14 NAR, Realtors Institute Reference and Practice Book Vol. I, Chapter 3
II. Appropriate Outdoor Signs A. Should attract attention B. Convey pertinent information C. Avoid misrepresenting the property or the agency	Real Estate Selling Magic Appendix A

SUGGESTED LEARNING ACTIVITIES:

Obtain the applicable laws for your area regarding displaying real property and discuss with students how these laws should be considered and obeyed.

Bring in examples of outdoor signs (i.e. pictures, drawings, actual signs, etc.), and discuss with the class what messages these signs convey or fail to convey.

Have students draw an outdoor sign of their own design and explain their rationale for presenting the information that it contains.

DISPLAY

OBJECTIVE: EACH STUDENT WILL IDENTIFY THE PRINCIPLES OF DISPLAY RELATED TO CONDUCTING AN OPEN HOUSE.

COMPETENCY(IES): 1513 - Know how to select a site for a new exhibit and how to furnish an exhibit home.

CONTENT	RESOURCES
I. Selection of a New Exhibit A. Choose the appropriate location according to what segment of the population you are aiming B. Choose a site with good visual appeal C. Select a site that is easy to get to D. Consider that the site must accomodate a number of prospects	Unger/Karvel, Real Estate Principles and Practices Chapter 21 NAR, Realtors Institute Reference and Practice Book Vol. II, Chapter 6 Real Estate Selling Magic
II. Furnishing an Exhibit Home A. Considerations 1. Geographic location 2. Target population 3. Style of the home 4. Current trends in design B. Utilizing interior designers C. Defraying the furnishing expense through arrangements with furniture stores	

SUGGESTED LEARNING ACTIVITIES:

Have a real estate person knowledgable in setting up exhibit homes discuss the details of such an operation with the students.

Have students prepare a work plan describing the steps they would follow in selecting an exhibit site and furnishing the exhibit home.

DISPLAY

OBJECTIVE: EACH STUDENT WILL IDENTIFY THE PRINCIPLES OF DISPLAY RELATED TO CONDUCTING AN OPEN HOUSE.

COMPETENCY(IES): 1512 - Know how to show unfurnished homes.

CONTENT	RESOURCES
I. Demonstrating Unfurnished Homes A. Set the clients' moods to envision their own furniture in the home B. Emphasize those rooms with the best features C. Be sensitive to the clients' reactions	CAR, Selling Income Property Successfully - Chapter 10 CAR, Selling Real Estate Chapter 4

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person in your area come in and talk to the students regarding the different approaches used in demonstrating unfurnished vs. furnished homes.

Have students list and discuss ways that they might create a positive atmosphere in an unfurnished home (i.e. focusing attention on the spacious rooms, beautiful view from the windows, etc.).

DISPLAY

OBJECTIVE: EACH STUDENT WILL PLAN AN OPEN HOUSE FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1511 - Prepare real estate property for display, prepare yourself for displaying real estate, and prepare the client for displaying real estate.

CONTENT

I. Prepare Real Estate Property
  A. Make arrangements with present occupants
  B. Enhance the appearance when possible

II. Prepare Yourself for Showing the Property
  A. Maintain a good personal appearance
  B. Maintain good appearance of your car
  C. Know the property you are selling
  D. Be familiar with the area
  E. Be prepared to answer questions and deal with objections

III. Prepare the Client
  A. Dealing with clients who are strangers to the area
    1. Discuss the advantages of the city/town
    2. Discuss the advantages of the neighborhood
  B. Learn what the client is interested in and discuss how the area can meet his/her needs
  C. Do not discuss the specific property unless asked

RESOURCES

Unger/Karvel, Real Estate Principles and Practices Chapter 21

CAR, Selling Real Estate Chapter 4

CAR, Selling Income Property Successfully - Chapter 10

SUGGESTED LEARNING ACTIVITIES:

Have students discuss the reasons why occupants/sellers should not participate in the showing of the property.

Have students gather information about their area that they might use in discussing the advantages of living in their city, town, or neighborhood.

DISPLAY

OBJECTIVE: EACH STUDENT WILL PLAN AN OPEN HOUSE FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1510 - Conduct an open-house promotion and evaluate the effectiveness of open/model homes.

CONTENT	RESOURCES
I. Conducting an Open House A. Show homes that are "good buys" B. Advertise effectively C. Arrange interior decorations to achieve best effect D. Plan your tour of the home E. Consider the area surrounding the home F. Be enthusiastic in presenting the home to clients G. Obtain a list of potential customers	Real Estate Selling Magic Chapter 8 Unger/Karvel, Real Estate Principles and Practices Chapters 21, 22 NAR, Realtors Institute Reference and Practice Book Vol. II, Chapter 6
II. Evaluating the Effectiveness of Open/Model Homes A. Questioning clients B. Observing and listening to clients' reactions C. Conducting a survey D. Post-showing customer call backs	CAR, Selling Real Estate Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Have a real estate professional in your area that uses open-house promotion discuss the intricacies of conducting an open house.

Conduct a field trip to an open-house and have students note what preparations would have been involved in setting up this promotional device.

Have students formulate a work plan describing the process they would use in preparing for and conducting an open house.

DISPLAY

OBJECTIVE: EACH STUDENT WILL IDENTIFY GENERAL PRINCIPLES OF DISPLAY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1509 - Evaluate the total effect conveyed to the public by the real estate office building and/or entrance.

CONTENT	RESOURCES
I. Possible Effects of an Attractive Office Building and/or Entrance A. Positive company image B. Confidence in the brokerage firm C. Leaves a lasting impression for future business	Real Estate Advertising Ideas - Part VIII CAR, Selling Income Property Successfully Chapter 8
II. Methods to Measure Office Image A. Word of mouth B. Attitudes expressed non-verbally C. Survey	

SUGGESTED LEARNING ACTIVITIES:

Conduct a field trip to various real estate office locations and have students observe the good and bad aspects of the appearance of such locations. Have students complete reports of their findings and discuss in class.

Discuss with students possible sales aids that might be used at the real estate office building and/or entrance to increase selling effectiveness.

DISPLAY

OBJECTIVE: EACH STUDENT WILL IDENTIFY GENERAL PRINCIPLES OF DISPLAY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1508 - Know the use of visual merchandising (i.e., open houses); and maintain a photo gallery of listed homes, commercial and rental properties.

CONTENT

I. Uses of Visual Merchandising
   A. Attract potential customers
      1. Buyers and sellers
   B. Present "good buys" on location
      1. Positive company image
   C. Effective technique for developing areas.
      1. New construction
      2. Urban renewal

RESOURCES

Real Estate Selling Magic

NAR, Realtors Institute Reference and Practice Book Vol. II, Chapter 4

Real Estate Advertising Ideas - Chapters I, II, V

SUGGESTED LEARNING ACTIVITIES:

Have students observe an open house and note the methods used to attract potential customers (i.e. signs, billboards, etc.).

Bring in sample photographs, or instruct students to take photographs of listed homes, commercial and rental properties and have students construct a photo gallery to present to the class.

DISPLAY

OBJECTIVE: EACH STUDENT WILL IDENTIFY GENERAL PRINCIPLES OF DISPLAY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1507 - Know the types and uses of displays.

CONTENT

I. Types of Displays
   A. Printed
      1. Line drawings
      2. Photography
      3. Woodcuts
      4. Steel engravings
      5. Miscellaneous
   B. Displays in the classified section of newspapers
      1. Utilizes the company trademark or logotype

II. Uses of Displays
   A. Attraction to the office
   B. Persuasion in selling
   C. Present positive company image

RESOURCES

NAR, Realtors Institute
Reference and Practice Book
Vol. II, Chapter 4

CAR, Selling Income Property
Successfully - Chapter 17

Real Estate Advertising
Ideas - Part III

SUGGESTED LEARNING ACTIVITIES:

Discuss the effectiveness of displays in your area.

Have students bring in sample displays and discuss what the Brokerage firms using those displays are trying to communicate to potential buyers.

Have students prepare displays and have them explain what they are attempting to communicate to potential buyers.

FINANCE

OBJECTIVE: EACH STUDENT WILL SOLVE PROBLEMS IN REAL ESTATE FINANCE.

COMPETENCY(IES): 1526 - Keep up-to-date on real estate financing funds.

CONTENT	RESOURCES
I. Fiduciary Sources A. Commercial banks B. Savings and loans C. Life insurance companies II. Semi-Fiduciary Sources A. Mortgage brokers/bankers B. Trusts C. Bonds III. Non-Fiduciary Sources A. Title insurance B. Private loan companies	Realtors Institute Reference and Practice Book - Vol. II, Chapter 3 Essentials of Real Estate Finance - Chapters 2, 3. 4 Real Estate Finance Chapters 4 - 12

SUGGESTED LEARNING ACTIVITIES:

Have students read about fiduciary, semi-fiduciary, and non-fiduciary sources for real estate finance, and discuss these sources with the students.

Have a realtor or banker knowledgable in financing talk to the class about the sources of funds that are utilized in the real estate business.

Have students identify and list sources of financing funds from information which you provide.

FINANCE

OBJECTIVE: EACH STUDENT WILL SOLVE PROBLEMS IN REAL ESTATE FINANCE.

COMPETENCY(IES): 1527 - Solve various real estate finance problems.

CONTENT	RESOURCES
I. Loan Interest Calculations	Essentials of Real Estate Finance - Chapter 16
II. Time Value of Money Calculations	
III. Amortized Payment Amount Computations	

SUGGESTED LEARNING ACTIVITIES:

Demonstrate and have student complete financing mathematical problems.

FINANCE

OBJECTIVE: EACH STUDENT WILL SOLVE PROBLEMS IN REAL ESTATE FINANCE.

COMPETENCY(IES): 1528 - Complete financial arrangements for/with clients.

CONTENT	RESOURCES
I. Qualifying Buyer A. Purchasing potential B. Payment Potential	Realtors Institute Reference and Practice Book - Vol. II, Chapter 3
II. Loan Processing A. Filing applications for loans	Essentials of Real Estate Finance - Chapters 14, 15
B. Support data 1. Tax returns 2. Employment verifications	Real Estate Finance Chapter 15

SUGGESTED LEARNING ACTIVITIES:

Have students read about loan application and processing, and discuss with students how financial arrangements are completed.

Have a realtor or banker knowledgable in financing discuss with the students the activities involved in arranging financing.

Take students on a field trip to speak with a loan officer, and emphasize the importance of developing a good rapport with lenders so as to aid your clients in obtaining financing.

FINANCE

OBJECTIVE: EACH STUDENT WILL DISCUSS FINANCE SITUATIONS RELATED TO REAL ESTATE.

COMPETENCY(IES): 1529 - Know financing that pertains to the completion of real estate transactions.

CONTENT	RESOURCES
I. Mortgage Types A. Conventional B. FHA C. VA D. Contracts E. Purchase money mortgage II. Instruments of Finance A. Mortgage B. Promissory notes C. Mortgage insurance D. Deed in trust/trustee's deed	Essentials of Real Estate Finance - Chapters 11-13, 17 Real Estate Finance Chapter 15

SUGGESTED LEARNING ACTIVITIES:

Have students read about and discuss instruments of finance and types of mortgages.

Have students collect and show in class, instruments of finance and mortgages (i.e. mortgage forms, deeds, etc.).

FINANCE

OBJECTIVE: EACH STUDENT WILL DISCUSS FINANCE SITUATIONS RELATED TO REAL ESTATE.

COMPETENCY(IES): 1530 - Know the types of mortgages and their application to appropriate transactions.

CONTENT	RESOURCES
I. Mortgage Types A. VA B. FHA C. Conventional D. Seller financed 1. Contract 2. Purchase money mortgage	Real Estate Finance Chapters 1, 2 Essentials of Real Estate Financing - Chapters 5-10 Realtors Institute Reference and Practice Book - Vol. II, Chapter 3
II. Transaction Data A. Earnest money B. Down payments C. Loan interest and time D. Loan processing	

SUGGESTED LEARNING ACTIVITIES:

Have students read about types of mortgages and then prepare a list of mortgage types with an explanation of each type and their possible applications.

Have students work problems on qualifying clients for various mortgages according to information which you provide.

Have a "guest speaker - financial institution loan officer" speak about mortgage types and their applications to various real estate transactions.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

COMPETENCY(IES): 1576 - Effectively handle difficult buyers and sellers and empathize with their needs.

CONTENT	RESOURCES
I. Handling Objections	Human Relations in Marketing
A. Change objections into selling points	Practical Human Relations
B. Answer objections to create "positive" feeling in client	Working at Human Relations
II. Know Buyer Behavior	
A. Motivations of the client	
III. Empathize with Clients' Needs	
A. Support their positive needs	
B. Change "negative" feelings to positive needs	

SUGGESTED LEARNING ACTIVITIES:

Have students identify and list "different" client situations and discuss these with the students.

Divide the students into groups and "role-play" difficult situations and demonstrate effectively handling the situations.

Have a "guest speaker - real estate, Million Dollar Club, salesperson" speak on how to handle difficult clients; give personal examples, and tell how to empathize with needs.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

COMPETENCY(IES): 1577 - Exercise self-control during trying situations, accept criticism and turn it into a character building element.

CONTENT	RESOURCES
I. Exercising Self-Control	Practical Human Relations
A. Withholding temper	
B. Listen calmly	Working at Human Relations
C. Do not argue	Units 1, 2
II. Accepting Criticism	
A. Listen objectively to criticism	
B. Determine what corrections are necessary	
C. Begin solving the problem and work with others on it when necessary	

SUGGESTED LEARNING ACTIVITIES:

Discuss the meaning of self-control and have students identify when they "lose self-control."

Role play self-control situations trying to stimulate someone to lose self-control. Point out to students that remaining calm in trying situations is a challenge that must be met.

Discuss the idea of how critism can be character buidling, and have students identify and tell of personal criticism experiences that were character building.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

COMPETENCY(IES): 1578 - Build sound working relationships in "forced" associations.

CONTENT	RESOURCES
I. Working Relationships	Human Relations in Marketing
A. Meaning of sound relationships	
B. Improving working relationships	Working at Human Relations
1. Within the agency	
2. With the general public	
3. With affiliated organizations	

SUGGESTED LEARNING ACTIVITIES:

Lecture to the students about building working relationships and promoting cooperation in a business environment.

Give the students a list of situations illustrating relationships and have them identify the relationship as sound or unsound. Discuss how the unsound can be improved.

Have students give personal examples of relationships and how they progressed. Discuss what could have been done to improve them.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

COMPETENCY(IES): 1579 - Develop and maintain harmonious relationships with other staff, supervisors, clients, and competing agency personnel.

CONTENT	RESOURCES
I. Developing and Maintaining Relationships	Human Relations in Marketing
A. With fellow-staff	
B. With supervisors	Practical Human Relations
C. With clients	
D. With competing agency personnel	Working at Human Relations
E. With affiliated organizations	
1. Attorneys	
2. Banking industry	

SUGGESTED LEARNING ACTIVITIES:

Discuss with students why good relationships should be kept within the real estate business.

Have students identify and list examples of character and relationship building methods (i.e., sending cards, recognizing accomplishments, etc.).

Have students identify previous situations of unharmonious relationships they were aware of and discuss these with the class identifying how to correct situations like these.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

COMPETENCY(IES): 1580 - Show a willingness to accept and put into practice the planned policies and procedures of management.

CONTENT	RESOURCES
I. Acceptance of Policies and Procedures	Human Relations in Marketing
A. Your real estate agency	
B. Local real estate board	Working at Human Relations
C. State and national boards	
D. Professional organizations	Practical Human Relations

SUGGESTED LEARNING ACTIVITIES:

Have students identify basic personnel and management policy related to real estate agencies. Discuss why these policies need to be accepted and put into practice.

Have students write policy and procedures for a hypothetical real estate office according to information which you provide.

Discuss with students why policies are written and the importance of understanding an agency's policies for their mutual goals and objectives.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL PRACTICE EFFECTIVE HUMAN RELATIONS IN REAL ESTATE TRANSACTIONS.

COMPETENCY(IES): 1581 - Recognize the accomplishments of others.

CONTENT	RESOURCES
I. Personal Accomplishments A. Civil awards received	Human Relations in Marketing
B. Educational degrees, etc. C. Professional awards	Working at Human Relations
D. Marriage, children, anniversary	Practical Human Relations
II. Vocational Accomplishments A. Promotions B. Sales quotas reached or exceeded C. Professional awards	

SUGGESTED LEARNING ACTIVITIES:

Discuss with students how recognition of personal and vocational accomplishments can reinforce worker attitude toward the job and business.

Have students collect copies of accomplishment publicity from newspapers, etc., and display these to the class.

Give students hypothetical situations concerning the accomplishments of employees and discuss how such accomplishments should be recognized.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL UNDERSTAND THE NECESSITY OF HUMAN RELATIONS IN REAL ESTATE.

COMPETENCY(IES): 1582 - Realize that first impressions are important to the business and last impressions are longest remembered.

CONTENT	RESOURCES
I. First Impressions Portrayed A. Yourself B. Agency C. Real estate field II. First Impressions Received A. Client B. Affiliated organizations C. Competing agencies III. Last Impressions A. Yourself B. Agency C. Real estate field IV. Last Impressions Received A. Client B. Affiliated organizations C. Competing agencies	Human Relations in Marketing Working at Human Relations Practical Human Relations

SUGGESTED LEARNING ACTIVITIES:

Discuss with students impressions that people portray and receive related to personality, dress, intelligence, vocabulary, etc.

Have students identify impressions related to their personal involvement with others and discuss in class the effects of these impressions.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL UNDERSTAND THE NECESSITY OF HUMAN RELATIONS IN REAL ESTATE.

COMPETENCY(IES): 1583 - Avoid misrepresentations of people, properties, and policies.

CONTENT	RESOURCES
I. Effects of Misrepresentation of People, Property, and Company Policy	Human Relations in Marketing
A. Legal enviroment (i.e., liabilities, frauds, etc.) involving you and agency	Working at Human Relations
B. Losing employment (getting fired)	Practical Human Relations
C. Losing clients, business, and respect	
D. Creating embarrassment and disrespect for agency	Real Estate Selling Magic Appendix A

SUGGESTED LEARNING ACTIVITIES:

Discuss with students situations of misrepresentation and the importance of not misrepresenting either carelessly or intentionally.

Have students identify and list situations of misrepresentation and discuss social, personal, and legal implications.

Have a "guest speaker - attorney" speak about the consequences of misrepresentation.

HUMAN RELATIONS

OBJECTIVE: EACH STUDENT WILL UNDERSTAND THE NECESSITY OF HUMAN RELATIONS IN REAL ESTATE.

COMPETENCY(IES): 1584 - Realize that good human relations within an agency build good public relations.

CONTENT	RESOURCES
I. Building Good Human Relations	Practical Human Relations
A. Employee to employee	
B. Employee to employer	Human Relations in Marketing
C. Employee/employer to public	
	Working at Human Relations
II. Building Public Relations	
A. Agency to public	
B. Agency to competitive agencies	
C. Agency to affiliated organizations	

SUGGESTED LEARNING ACTIVITIES:

Discuss with students the idea that good human relations build sound public relations.

Have students give examples of good human relations that build their confidence in business firms, and have the student relate this to good public relations of those firms.

Have students identify relationships between different agencies and their competitors, affiliations, and general public.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL EXPLAIN PRINCIPLES OF MANAGEMENT USED IN A REAL ESTATE AGENCY.

COMPETENCY(IES): 1670 - Understand general management principles and practices.

CONTENT	RESOURCES
I. Brokerage Principles A. Broker and salesperson's relationship B. Broker-buyer-seller relationship C. Broker and law II. Office Operation A. Record keeping B. Personnel - staffing III. Advertising A. Media B. Developing ads C. Advertising law IV. Selling A. Listing agreements and law B. Pricing property V. Property Management A. Renting B. Maintenance C. Insurance	Unger/Karvel, Real Estate Principles and Practices Chapters 19 - 23 Modern Real Estate Practice Chapters 5, 6, 11, 14, 17, 18, 23 Real Estate Sales and Brokerage Chapters 1-4, 12, 13

SUGGESTED LEARNING ACTIVITIES:

Have students read about "general management" related to real estate operations and discuss real estate management principles and practices.

Have a "guest speaker - real estate broker/office manager" speak about "How to manage an office."

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL EXPLAIN PRINCIPLES OF MANAGEMENT USED IN A REAL ESTATE AGENCY.

COMPETENCY(IES): 1671 - Interpret property descriptions from deeds, abstracts, floor plans, blueprints, and other legal documents.

CONTENT	RESOURCES
I. Interpret Descriptions of Land	Modern Real Estate Practice
A. Deeds	Appendix B: Forms;
B. Abstract	Chapters 9, 11, 13, 20, 22
C. Affidavit of title	
D. Listing agreement	Real Estate Sales and
E. Other legal documents	Brokerage - Chapters 6-11
IV. Interpret Descriptions of Building	
A. Floor plans	
B. Blueprints	
C. Other legal documents	

SUGGESTED LEARNING ACTIVITIES:

Have students read about the interpretation of property descriptions and discuss with students how these descriptions can be correctly interpreted.

Have students collect and bring to class "forms" which show property descriptions (i.e., deeds, contracts, abstracts, blueprints, etc.).

Analyze with students property descriptions from forms they have collected, or forms in texts, showing property descriptions.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL EXPLAIN PRINCIPLES OF MANAGEMENT USED IN A REAL ESTATE AGENCY.

COMPETENCY(IES): 1672 - Identify the owners', property, and agency's requirements for insurance.

CONTENT

- I. Owners' Insurance
  - A. Home warranty
  - B. Mortgage (PMI)
  - C. Title insurance
- II. Property Insurance
  - A. Renters
  - B. Liability
- III. Agents' Insurance
  - A. Liability
  - B. Workmen's compensation
  - C. Comprehensive

RESOURCES

Modern Real Estate Practice
Chapters 3, 4, 15, 23

Real Estate Sales and
Brokerage - Chapter 2

Unger/Karvel, Real Estate
Principles and Practices
Chapter 13

SUGGESTED LEARNING ACTIVITIES:

Have students read about insurances and discuss the types of insurance and the needs for each type.

Have a "guest speaker - Insurance Broker" speak about types and needs for insurance.

Have students identify and list the principles of various insurances (i.e., type of coverage, costs, etc.).

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PLAN MANAGEMENT POLICY FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1673 - Exercise skill in making decision and managing time.

Content	Resources
I. Decision Making A. Company/Business decisions B. Personal decisions II. Managing Time A. Daily work plans B. Positive attitude vs. failure	Realtors Institute Reference and Practice Book - Vol. I, Chapter 12; Vol. II, Chapter 11

Suggested Learning Activities:

Have students read about decision making and time management. Discuss with the class proper decision making and time management techniques.

Have students make decisions under simulated situations involving operations of a real estate office.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PLAN MANAGEMENT POLICY FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1674 - Exercise skill in setting goals, and determining policies, procedures, and programs.

CONTENT	RESOURCES
I. Setting Goals A. Company goals B. Personal goals	Realtors Institute Reference and Practice Book - Vol. III, Chapter 11; Vol. I, Chapter 12
II. Setting Policies, Procedures, and Programs A. Personnel policy B. Administrative/selling policy	

SUGGESTED LEARNING ACTIVITIES:

Have students read about goals, setting policy, and procedures, and discuss with the class how goals, policies, and procedures are formulated.

Have a "guest speaker - real estate broker" speak about goal setting and policy-procedure making.

Have students identify and list personal goals that would relate to a career in real estate.

Have students, under simulated situations, determine policy and procedure for a real estate office.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PLAN MANAGEMENT POLICY FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1675 - Realize that employees will comply more readily with policies they understand.

CONTENT	RESOURCES
I. Making Policies Understandable to Employees A. Know what you want to communicate B. Decide the best method to communicate 1. Office memo 2. Personal contacts 3. Group assembly C. Present the policies in a clear way	Principles of Professional Management - Chapter 3 "Communication for Supervisors," Supervisory Management: Tools and Techniques - Chapter 9
II. Be Sensitive to Any Problems A. Confusion of employees B. Misinterpreting information C. Miscellaneous	

SUGGESTED LEARNING ACTIVITIES:

Have an experienced real estate professional discuss with the students how he/she presents policies that are clear and understandable to employees.

Give students hypothetical policies or information and have them determine the methods and techniques they would use to present this to employees.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 11676 - Develop a dedication to the public, the success of the business, and the people supervised.

CONTENT	RESOURCES
I. Dedication to the Public A. Awareness of the role of the real estate business in society B. Awareness of the real estate employee's social responsibility 1. Honesty 2. Integrity C. Serving the community with conviction II. Success of the Business A. Operating for a profit B. Operating to provide the best service possible III. Success of the People Supervised A. Realizing employee success is your success B. Conviction to have the best employees 1. Provide needed assistance 2. Maintaining a rapport with employees to work out problems	Principles of Professional Management - Chapter 6 Unger/Karvel, Real Estate Principles and Practices Chapter 1 Ring/Dasso, Real Estate Principles and Practices Chapters 1, 2

SUGGESTED LEARNING ACTIVITIES:

Have a real estate professional discuss with the students the necessary dedication involved in operating a real estate office.

Discuss the importance of helping those employees who are encountering difficulties in some aspect of the real estate business.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVTIES.

COMPETENCY(IES): 1677 - Assist in the career development of staff members, and guide and motivate others to see and achieve their own goals.

CONTENT	RESOURCES
I. Goal Planning A. Job progression B. Income C. Experience D. Personal and professional development	Realtors Institute Reference and Practice Book - Vol. I, Chapter 12; Vol. III, Chapter 11
II. Career Management A. Professional growth B. Expanding horizons in real estate	

SUGGESTED LEARNING ACTIVITIES:

Have students read about career management and discuss how goal planning and career management can be a beneficial part of one's development in real estate.

Have students identify and list personal-vocational objectives/goals, and organize these into a goal plan.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1678 - Identify what jobs have to be done and their interrelationship according to authority and responsibility.

CONTENT	RESOURCES
I. Identify Jobs A. Analyze the work to be performed B. Consider how the job is to be accomplished II. Coordinate Job with the Proper Person, Department, Etc. A. Know who has the responsibility and authority B. Avoid assigning the responsibility and not the authority C. Delegate the required task	Principles of Professional Management - Chapters 8, 11 "Supervisory Authority and Delegation," Supervisory Management: Tools and Techniques - Chapter 7

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate professional discuss with the students his/her role in identifying jobs and assigning them to the appropriate person, department, etc.

Give students a hypothetical managerial problem concerning assigning jobs to those employees who are most appropriate to complete them.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1679 - Manage financial systems, records, marketing and statistical control, sales and listing activities, and adhere to budgets.

CONTENT	RESOURCES
I. Brokerage Management A. Planning B. Control of internal systems	Realtors Institute Reference and Practice Book - Vol. III, Chapter 11
II. Office Operation/Records Management	Unger/Karvel, Real Estate Principles and Practices Chapters 19 - 23
III. Advertising/Selling Activities	
IV. Accounting/Budgeting Systems	Principles of Real Estate Management - Chapters 24 - 26

SUGGESTED LEARNING ACTIVITIES:

Have students read about systems control and operation, and discuss with students how to operate an office and its systems: record keeping, accounting, sales activities, etc.

Have a "guest speaker - real estate broker/office manager" speak to the class on the operation of a real estate office's internal systems.

Have students identify and prepare reports needed in a real estate office concerning office records, budgeting, sales activities, etc., according to hypothetical data which you provide.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1680 - Assign non-selling duties to sales supporting personnel, and follow-up on job assignments.

CONTENT	RESOURCES
I. Personnel Staffing A. Secretaries, receptionists B. Clerks, bookkeepers, etc. C. Supervisors and related staff	Principles of Real Estate Management - Chapters 24, 25 Realtors Institute Reference and Practice Book - Vol. III, Chapter 11
II. Assigning Duties A. Secretarial B. Clerical C. Records D. Bookkeeping	

SUGGESTED LEARNING ACTIVITIES:

Have a real estate broker/manager speak to the students about assigning duties to the staff in a real estate office.

Discuss with the students the importance of correctly assigning responsibilities so as to establish good office operations.

Have students plan the delegation of office duties to office personnel according to hypothetical information which you provide.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1681 - Participate in local and service clubs in order to expand contacts and contribute to community growth; keep up-to-date on real estate news and marketing methods.

CONTENT	RESOURCES
I. Local Clubs/Professional Organizations Participation	Realtors Institute and Practice Book - Vol. I, Chapter 5
A. Real estate boards	
B. Business organizations	
C. Community/civic organizations	How to Negotiate in Listing and Selling Homes Chapter 1
II. Current Events and Real Estate Business	
A. Magazines	
B. Periodicals	
C. Professional news	
1. Financial	
2. Statistical	

SUGGESTED LEARNING ACTIVITIES:

Have students identify and list local clubs or professional organizations related to real estate.

Discuss with students the importance of participation in local clubs/ professional organizations and the importance of staying up-to-date with current events in real estate.

Have a "guest speaker - local real estate board president or local real estate attorney" speak on club membership and current events.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1682 - Direct supervisors within the agency and empathize with the needs of employees.

CONTENT	RESOURCES
I. Direction of Supervisors	Management of the Sales
A. Directly supervising	Force - Chapters 7-9, 14
1. Personal contact	
2. Regular intervals	"Developing Subordinates,"
3. Requires more time	Supervisory Management:
B. Indirectly supervising	Tools and Techniques - Chapter 11
1. Reviewing sales records, etc.	
2. Appraising job effectiveness	Principles of Professional
3. Focuses on results	Management - Chapters 11, 12
II. Empathize with Employee Needs	
A. Determine areas of weakness	
B. Understand the underlying problems	
C. Work with the employee and his/her supervisor	

SUGGESTED LEARNING ACTIVITIES:

Have a real estate person experienced in management discuss with the students the methods that he/she uses to direct the supervisors within the agency.

Give the students some hypothetical problems concerning employee needs such as poor salesmanship, personal problems, etc., and discuss the possible solutions to these problems.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL PERFORM REAL ESTATE MANAGEMENT ACTIVITIES.

COMPETENCY(IES): 1683 - Adjust, adapt, or change as circumstances change.

CONTENT	RESOURCES
I. Types of Change A. Economic B. Social C. Technological II. Adapting to Change A. Gather all needed information B. Get the affected parties involved C. Establish a sound change process D. Change only what is required E. Review and evaluate results	Principles of Professional Management - Chapter 18 "Supervisory Authority and Delegation," Supervisory Management: Tools and Techniques - Chapter 7

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students some of the reasons that people resist change and the ways a manager can minimize this resistance.

Have a real estate person experienced in management discuss with the students some common areas where change occurs in the real estate business, and how he/she adjusts to those changes.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL CONDUCT HUMAN RESOURCE DEVELOPMENT ACTIVITIES.

COMPETENCY(IES): 1684 - Recruit, train, and develop sales associates, and develop "in-house" training programs.

CONTENT

I. Desirable Characteristics for Sales Personnel
   A. Productive
   B. Belief in real estate
   C. Compatible with office policy and other personnel
   D. Professional attitude and behavior
   E. Confident and friendly
   F. Miscellaneous

II. Employee Development and Training
   A. "In-house" programs
   B. Outside education; seminars, classes, etc.

RESOURCES

Principles of Real Estate Management - Chapter 25

Realtors Institute Reference and Practice Book - Vol. III, Chapter 11

SUGGESTED LEARNING ACTIVITIES:

Have student collect information on "further education" related to real estate (i.e., community college programs, association seminars, etc.).

Discuss with students the necessity and reasons for personnel and personal development in the operation of a real estate business.

Have a knowledgable real estate employee discuss with the students how sales personnel can be successfully recruited.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL FOLLOW ETHICAL REAL ESTATE STANDARDS.

COMPETENCY(IES): 1685 - Apply the code of ethics of the National Association of Realtors.

CONTENT	RESOURCES
I. Ethical Practices A. Code of Ethics B. Broker - lower accord	Real Estate Law Chapter 10
II. Laws Regulating Real Estate A. License laws B. Fair housing laws C. Law of contracts; principle and agent	Modern Real Estate Practice - Chapter 21 Real Estate Sales and Brokerage - Chapter 13 Realtors Institute Reference and Practice Book - Vol. I, Chapter 3

SUGGESTED LEARNING ACTIVITIES:

Provide students with the "Code of Ethics" of the National Association of Realtors and discuss each part in relation to real estate practice.

Have a "guest speaker - attorney" speak about real estate law and ethics and their importance to real estate as a profession.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL FOLLOW ETHICAL REAL ESTATE STANDARDS.

COMPETENCY(IES): 1686 - Compete fairly in selling and avoid direct competition with subordinates.

CONTENT	RESOURCES
I. Competing Fairly A. Comply with the NAR Code of Ethics B. Awareness of responsibilities	Management of the Sales Force - Chapter 23
1. To the agency 2. To the employers, supervisors, etc. 3. To the employees, co-workers, etc.	Principles of Professional Management - Chapter 6
4. To the community and the public 5. To oneself C. Realization that you represent the real estate profession and its professional standards	Ring/Dasso, Real Estate Principles and Practices Appendix A-2

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the students the proper way to conduct oneself in competing for a sale.

Have students read the NAR Code of Ethics and write a paper on what they feel it should mean to a person in the real estate business.

GENERAL MANAGEMENT

OBJECTIVE: EACH STUDENT WILL FOLLOW ETHICAL REAL ESTATE STANDARDS.

COMPETENCY(IES): 1687 - Be aware that a supervisor should set an example of personal work habits and character which employees can emulate.

CONTENT	RESOURCES
I. The Supervisor's Role in Setting a Good Example for Employees A. Understand yourself 1. Needs 2. Abilities B. Understand the characteristics that make a real estate person successful 1. Motivation 2. Dedication 3. High ethical standards 4. Miscellaneous C. Present these characteristics by behaving in the appropriate manner	Principles of Professional Management - Chapters 1, 2 Management of the Sales Force - Chapters 13 - 15

SUGGESTED LEARNING ACTIVITIES:

Have a real estate supervisor/manager discuss with the students the ways that he/she sets a good example for employees in the work environment.

Have students write a paper concerning how they would conduct themselves in order to set a good example for employees to emulate.

PROPERTY MANAGEMENT

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PROPERTY MANAGEMENT PRINCIPLES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1691 - Understand property renovation.

CONTENT	RESOURCES
I. Methods of Renovation A. Rehabilitation B. Modernization C. Alteration	Realtors Institute Reference and Practice Book - Vol. I, Chapter 4
II. Economics of Alternative Methods A. Costs B. Time involved C. Capital required D. Materials needed	Principles of Real Estate Management - Chapter 8

SUGGESTED LEARNING ACTIVITIES:

Have students read about renovation and discuss different renovation techniques.

Inspect buildings that need renovation, and have students develop a plan to renovate, including costs, time, materials needed, etc.

PROPERTY MANAGEMENT

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PROPERTY MANAGEMENT PRINCIPLES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1692 - Understand tenant selection, maintenance, and special services for multi-story building management.

CONTENT	RESOURCES
I. Merchandising Space A. Advertising B. Renting techniques C. Renewals D. Showing units	Principles of Real Estate Management - Chapters 9, 13, 14, 15, 20, 22, 28 Unger/Karvel, Real Estate Principles and Practices Chapter 23
II. Occupancy Agreements A. Writing leases B. Inventory of furnishings	
III. Managing Building A. Arranging services: housekeeping, maintenance B. Labor costs: housekeepers, clerks, maintenance staff C. Office and model apartments	
IV. Tenant Selection A. Tenant compatibility B. Permanence potential C. Tenant characteristics and references	
V. Maintenance of Physical Situations A. Maintenance staff B. Outside contractor service	

SUGGESTED LEARNING ACTIVITIES:

Have students read about tenant selection, maintenance, and special services. Discuss merchandising of rental space, tenant selection, and maintenance with the students.

Have a "guest speaker" speak to the students on property management and property management services to client.

PROPERTY MANAGEMENT

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PROPERTY MANAGEMENT PRINCIPLES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1693 - Understand strip-store, shopping center leasing, chain store leasing, commercial property leasing, industrial property leasing, and subsidized property leasing.

CONTENT	RESOURCES
I. Figuring Rentals' Price A. Percentage of sales or income B. Fixed dollars amount C. Combination: fixed dollar amount and percent of sales	Real Estate Law Chapters 36 - 38 Principles of Real Estate Management Chapters 15, 17-19
II. Leases A. Month to month B. Year to year C. Established period	

SUGGESTED LEARNING ACTIVITIES:

Have students read about various types of leasing and discuss leasing principles with students.

Have students list and explain different types of leasing.

Collect lease forms and identify clauses on price and length of lease.

PROPERTY MANAGEMENT

OBJECTIVE: EACH STUDENT WILL IDENTIFY PRINCIPLES OF REAL ESTATE MANAGEMENT.

COMPETENCY(IES): 1694 - Know the functions of management and the fundamentals of a tenant-management relationship.

CONTENT	RESOURCES
I. Field of Real Estate Management A. Nature and scope of real estate B. Management functions C. Classifications of property D. Management organizations	Unger/Karvel, Real Estate Principles and Practices Chapter 23 Principles of Real Estate Managememt - Chapters 1, 23-26
II. Owner Relations and the Business A. With general public B. With tenants C. With service organizations and employees	
III. Managing an Office A. Recordkeeping B. Staffing personnel C. Management principles	

SUGGESTED LEARNING ACTIVITIES:

Have students read about management functions and tenant-management relationship. Discuss office management, selection of personnel, recordkeeping, etc., for a real estate property management office.

Simulate an office and have students role-play functions of the office.

Have a "guest speaker" speak on the operation of a real estate property management office.

PROPERTY MANAGEMENT

OBJECTIVE: EACH STUDENT WILL IDENTIFY PRINCIPLES OF REAL ESTATE MANAGEMENT.

COMPETENCY(IES): 1695 - Prepare, apply, and analyze a lease.

CONTENT	RESOURCES
I. Residential Leases A. Single family homes B. Apartment leases	Real Estate Selling Magic Appendix B
II. Commercial Leases A. Percentage leases B. Time vs. space leasing C. Minimum guarantee leases D. Fixed amounts	Principles of Real Estate Management - Chapters 11, 13, 18, 19
III. Special Purpose Building Leases A. Theaters B. Medical center C. Warehouses D. Food service	

SUGGESTED LEARNING ACTIVITIES:

Have students read about leases and discuss leasing with students.

Show examples of leases in class and discuss their content.

Have students design a lease and write out the form.

Have students fill out a sample lease form according to hypothetical information which you provide.

PROPERTY MANAGEMENT

OBJECTIVE: EACH STUDENT WILL EVALUATE REAL PROPERTY MANAGEMENT POLICY.

COMPETENCY(IES): 1696 - Evaluate management effectiveness.

CONTENT	RESOURCES
I. Real Estate Principles A. Real estate markets B. Influences of money C. Real estate cycles D. Government involvement II. The Marketing of Property Management A. Appraising values B. Merchandising space C. Leasing D. Setting rent prices E. Tenant selection III. Administration of Property Management A. Office operations B. Selecting personnel C. Recordkeeping	Unger/Karvel, Real Estate Principles and Practices Chapter 23 Principles of Real Estate Management - Parts A, B, C

SUGGESTED LEARNING ACTIVITIES:

Have students write a paper on effective property management, detailing the methods that they would utilize in evaluating a property management operation.

Have a real estate person knowledgable in property management discuss with the students how he/she evaluates management effectiveness.

MARKETING/ECONOMICS

OBJECTIVE: EACH STUDENT WILL OUTLINE THE IMPORTANCE OF MARKETING AND ECONOMICS IN REAL ESTATE.

COMPETENCY(IES): 1607 - Identify factors influencing supply and demand (i.e., population, employment, wage levels, vacancy levels, labor supply, governmental control).

CONTENT

I. Population Trends
   A. Local and national
   B. Family size
   C. Ages

II. Employment Trends
   A. Industry of area
   B. Employment rates
   C. Wage levels and disposable income

III. Vacancy levels
   A. Housing supply
   B. Housing demand

IV. Governmental Conrols
   A. Taxation
   B. Regulatory agencies
   C. Local land-use controls

RESOURCES

Unger/Karvel, Real Estate Principles and Practices
Chapters 1, 2, 16, 27, 28

Principles of Real Estate Management - Chapters 1 - 6

Modern Real Estate Practice
Chapters 3, 4

SUGGESTED LEARNING ACTIVITIES:

Have students read about demographics effecting supply/demand related to real estate needs, and discuss with students how this information is used.

Invite a business representative to speak to the class about influences on supply and demand related to real estate.

MARKETING/ECONOMICS

OBJECTIVE: EACH STUDENT WILL OUTLINE THE IMPORTANCE OF MARKETING AND ECONOMICS IN REAL ESTATE.

COMPETENCY(IES): 1608 - Know the intangibles of business (i.e., human relations factors, economic factors, and innovations) influencing business.

CONTENT	RESOURCES
I. Demographic Factors A. Population trends B. Employment trends C. Government controls II. Economic Factors A. Supply factors B. Demand factors III. Human Relations A. Client needs, emotions, and motives B. Agent's communication: personal and advertising	Modern Real Estate Practice Chapter 3 Unger/Karvel, Real Estate Principles and Practices Chapters 1, 2

SUGGESTED LEARNING ACTIVITIES:

Have students read about intangibles (demographics, economics, and human relations) in real estate and discuss the importance of these considerations to the real estate operation.

Have students identify and list intangible "concepts" related to real estate and discuss concepts with students.

MARKETING/ECONOMICS

OBJECTIVE: EACH STUDENT WILL OUTLINE THE IMPORTANCE OF MARKETING AND ECONOMICS IN REAL ESTATE.

COMPETENCY(IES): 1609 - Understand how prices psychologically affect customers.

CONTENT	RESOURCES
I. Client Behavior A. Motives for buying/selling 1. Psychological 2. Emotional 3. Social 4. Physical 5. Economic B. Cognitive dissonance 1. Price paid vs. value received 2. Fear of mistakes make clients reluctant to act	Marketing Management Chapter 4 Psychology of Motivation and Persuasion in Real Estate Selling Chapters 3 - 5

SUGGESTED LEARNING ACTIVITIES:

Have students read about buying behavior and cognitive dissonance, and discuss reasons why "dissonance" occurs.

Have students identify examples of why "dissonance" occurs.

MARKETING/ECONOMICS

OBJECTIVE: EACH STUDENT WILL PLAN MARKETING/ECONOMIC POLICY FOR THE REAL ESTATE AGENCY.

COMPETENCY(IES): 1610 - Determine seasonal business cycles and general patterns.

Content	Resources
I. General Business Cycles II. Real Estate Cycles	Unger/Karvel, Real Estate Principles and Practices Chapter 2
III. Governmental Influence on Cycles A. Raising interest rates B. Controlling supply of money C. Taxation	Principles of Real Estate Management - Chapter 5 Modern Real Estate Practice Chapters 3, 4

Suggested Learning Activities:

Have a knowledgable real estate person discuss with the students how seasonal business cycles affect the real estate business and how changes in business can be successfully handled.

Have the students write a short, informative paper on business cycles in relationship to the real estate market.

MARKETING/ECONOMICS

OBJECTIVE: EACH STUDENT WILL PLAN MARKETING/ECONOMIC POLICY FOR THE REAL ESTATE AGENCY.

COMPETENCY(IES): 1611 - Keep informed of competitive conditions in the marketing area which the agency serves.

CONTENT	RESOURCES
I. Evaluation of the Number of Buyers and Sellers in the Area	Essentials of Real Estate Finance
II. Evaluation of Competition for Finance and Legal Assistance to Assist Clients	Ring/Dasso, Real Estate Principles and Practices Chapter 16
III. Evaluation of Competition for Physical Features A. Offices B. Advertising media C. Inventory related to real estate operations	Real Estate Sales and Brokerage

SUGGESTED LEARNING ACTIVITIES:

Discuss the importance of being aware of current competition in the real estate field.

Discuss the importance of reading professional papers, articles, etc., especially those pertaining to local competitive conditions.

Have a real estate person speak on the competitive conditions of the local area (i.e., competition for prospects, office space, advertising media, etc.).

MATHEMATICS

OBJECTIVE: EACH STUDENT WILL COMPLETE MATHEMATICAL PROBLEMS RELATED TO REAL ESTATE.

COMPETENCY(IES): 1714 - Add, subtract, multiply, and divide with precision; use and translate fractions, percents, and decimals.

CONTENT	RESOURCES
I. Solve Mathematical Problems Related To: A. Addition related to whole numbers, decimals, dollars and cents, linear measurement B. Subtraction related to whole numbers decimals, dollars and cents, linear measurement C. Multiplication related to whole numbers, decimals, dollars and cents, linear measurement D. Division related to whole numbers, decimals, dollars and cents, linear measurement E. Fractions: addition, subtraction, division, multiplication F. Decimals: addition, subtraction, division, multiplication G. Percentage calculations	Business Mathematics Chapters 2 - 7 Stein's Refresher Mathematics - Units 1 - 4

SUGGESTED LEARNING ACTIVITIES:

Work sample mathematical problems in class, demonstrating all the calculations necessary to arrive at the correct answer.

Have students work sample mathematical problems related to real estate which you provide. Check the students' performance and discuss any problems in calculation.

MATHEMATICS

OBJECTIVE: EACH STUDENT WILL COMPLETE MATHEMATICAL PROBLEMS RELATED TO REAL ESTATE.

COMPETENCY(IES): 1715 - Calculate interest on loans, sales commission, and broker's fee.

CONTENT	RESOURCES
I. Interest Calculation A. Loans B. Amortization of mortgages	Realtors Institute Reference and Practice Book - Vol. III, Chapter 5
II. Commission Calculations A. Broker's sales commission B. Salesmen's Commission	Business Mathematics Chapters 9, 10
III. Fees Calculations A. Revenue stamps B. Recording fees C. Down payments D. Legal fees E. Miscellaneous	

SUGGESTED LEARNING ACTIVITIES:

Work sample interest, sales commission, and broker fee problems in class, using the percentage method of calculation when necessary.

Give students sample problems concerning interest on loans, commissions, and fees, and have them show all their work in arriving at the correct answer. Review their methods of calculations and discuss any problems.

MATHEMATICS

OBJECTIVE: EACH STUDENT WILL COMPLETE MATHEMATICAL PROBLEMS RELATED TO REAL ESTATE.

COMPETENCY(IES): 1716 - Determine the costs to the buyer for real estate transactions; compute the net proceeds (after assessments, taxes, commissions, discounts, etc.), to the seller; and calculate the ways of preparing the deed, recording fees, and other legal fees.

CONTENT

I. Closing Costs
  A. Prorations
  B. Direct costs
  C. Earnest money

II. Taxes
  A. Transfer tax
  B. Back taxes
  C. Special assessments

III. Fees
  A. Broker's commission
  B. Recording fees
  C. Attorney fees
  D. Points

RESOURCES

Modern Real Estate Practice
Chapters 10, 23

Real Estate Law
Chapters 12, 13, 22, 39

SUGGESTED LEARNING ACTIVITIES:

Have students read about costs to buyer and seller and discuss costs of: taxes, commissions, points, legal fees, etc.

Have students work mathematical problems related to buyer/seller costs according to hypothetical information which you provide.

Have students prepare a closing statement according to hypothetical information which you provide.

MATHEMATICS

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SKILL IN APPRAISING.

COMPETENCY(IES): 1717 - Determine the value of property, prepare cost breakdown of "extras" in homes or property, estimate cost of depreciation and condition of various types of property.

CONTENT

I. Appraising Methods
   A. Market approach
   B. Income approach
   C. Replacement approach

II. Costs of Fixtures (Extras)
   A. Interior
      1. Fireplaces
      2. Built-in bookcases
      3. Range hoods, etc.
      4. Miscellaneous
   B. Exterior
      1. Barbecue pits
      2. Patios
      3. Landscaping
      4. Pools
      5. Gardens

RESOURCES

Modern Real Estate Practice
Chapter 18, 22

Fundamentals of Real Estate
Appraisal - Chapter 3 - 7

SUGGESTED LEARNING ACTIVITIES:

Have students read about appraising and discuss the appraising of property to arrive at the correct value.

Have students work problems to determine values of homes using different appraising methods according to information which you provide.

Have student prepare cost breakdowns of fixtures in property.

Conduct field trips to various real estate properties and work with students in appraising the property, preparing a cost breakdown, etc.

MATHEMATICS

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SKILL IN APPRAISING.

COMPETENCY(IES): 1718 - Measure property, house, and room sizes.

CONTENT	RESOURCES
I. Measuring Systems A. Rectangular survey B. Metes and bounds	Real Estate Law Chapter 5
II. Linear Measurement A. Feet, inches B. Metrics	Modern Real Estate Practice Chapter 9

SUGGESTED LEARNING ACTIVITIES:

Have students read about measurements and discuss the techniques used to measure property.

Have students solve metes and bounds and rectangular measurement problems according to information which you provide.

Conduct a field trip to various real estate properties and have students measure walks, floors, yards, etc., and write property size descriptions.

MATHEMATICS

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SKILL IN APPRAISING.

COMPETENCY(IES): 1719 - Determine income from property; compute property taxes; prorate taxes, insurance, and rents; and figure profit and loss in real estate sales.

Content	Resources
I. Computing Taxes and Proration of Taxes A. Prepaid taxes B. Accrued taxes	Modern Real Estate Practice Chapter 23 Fundamentals of Real Estate Appraisal - Chapter 7
II. Prorations of Insurance Cost A. Prepaid insurance B. Accrued taxes	
III. Prorations of Rental Income, and Calculating Income of Property A. Prepaid rents B. Accrued rents	

Suggested Learning Activities:

Have students read about computation of taxes, insurance, and rents, and discuss with the students their computation.

Have students complete proration problems and determine income on real estate rental property according to hypothetical information which you provide.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PRINCIPLES OF PRODUCT/SERVICE TECHNOLOGY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1856 - Know what constitutes a section of land, and interpret legal descriptions.

CONTENT	RESOURCES
I. Measuring Systems A. Rectangular survey B. Metes and bounds	Realtors Institute Reference and Practice Book - Vol. I, Chapter 10
II. Linear Measurement A. Feet B. Inches C. Rod	Modern Real Estate Practice Chapter 9

SUGGESTED LEARNING ACTIVITIES:

Bring in sample legal descriptions of property and reveiw with students the correct interpretations of these descriptions.

Have students solve problems on land measurement according to information which you provide.

Have a "guest speaker - surveyor" speak on land measurement and the methods that he/she uses to measure land.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PRINCIPLES OF PRODUCT/SERVICE TECHNOLOGY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1857 - Know thoroughly the property you wish to promote and understand the ways of classifying and describing homes.

Content	Resources
I. Zoning A. Residential B. Commercial-industrial C. Multi-family D. Special use property	Modern Real Estate Practice Chapters 9, 19, 22 Fundamentals of Real Estate Appraisal - Chapter 3
II. Construction Styles A. Ranch B. Duplex C. Bi-level D. High-rise E. Tudor	Realtors Institute Reference and Practice Book - Vol. I, Chapters 4, 10

Suggested Learning Activities:

Have students read about construction styles and land use, and discuss with the students how homes are classified and described.

Take students to look at houses and have them identify construction style.

Have the students look at "zoning" maps and identify different zoning areas in the community.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PRINCIPLES OF PRODUCT/SERVICE TECHNOLOGY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1858 - Know selling features of plumbing, heating, and air conditioning which are benefits to customers.

CONTENT	RESOURCES
I. Plumbing A. Metal and plastic piping B. Steel and fiberglass fixtures	Modern Real Estate Practice Chapter 22 Fundamentals of Real Estate Appraisal - Chapter 3
II. Heating Systems A. Gas B. Electric C. Heating oil D. Solar	Realtors Institute Reference and Practice Book - Vol. I, Chapter 4
III. Air Conditioning Systems A. Conventional - in window B. Central	
IV. Alternate Power Sources A. Solar B. Windmills C. Water wheels	

SUGGESTED LEARNING ACTIVITIES:

Have students read about fixtures and selling benefits, and discuss fixture vs. real property inclusions idea.

Have a "guest speaker - contractor" speak about such selling features as air conditioning, various types of heating, etc.

Take students through model houses and have them identify and list selling features of the house that relate to construction or design.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PRINCIPLES OF PRODUCT/SERVICE TECHNOLOGY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1859 - Know how to manage maintenance activities such as preserving, cleaning, and altering.

CONTENT	RESOURCES
I. Maintenance of Buildings A. Exterior maintenance 1. Building care 2. Ground care 3. Others: playgrounds, pools B. Interior maintenance 1. Cleaning 2. Refurbishing II. Maintenance Management A. Managing the operations B. Staffing	Principles of Real Estate Management - Chapter 28 Modern Real Estate Practice Chapter 17

SUGGESTED LEARNING ACTIVITIES:

Have a real estate person experienced in managing maintenance activities discuss with the students how a successful maintenance operation is conducted.

Tour a large apartment/condo complex and have students identify and list interior and exterior maintenance areas and required maintenance activities.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE PRINCIPLES OF PRODUCT/SERVICE TECHNOLOGY RELATED TO REAL ESTATE.

COMPETENCY(IES): 1860 - Know the possession requirements such as possession date, transfer of utilities, and delivery of keys to assist buyer and seller.

CONTENT	RESOURCES
I. Closing Data A. Costs B. Date C. Location D. Monies to transfer E. Insurance involved F. Signing legal papers G. Closing statement	Modern Real Estate Principles Chapter 23 Unger/Karvel, Real Estate Principles and Practices Chapter 12
II. Possession and Occupancy Requirements and Necessities A. Utility transfer B. Occupancy date or agreement C. Transfer of keys	

SUGGESTED LEARNING ACTIVITIES:

Discuss with students the activities of closing and possession.

Have students list the activities involved in closing the sale and fulfilling the possession requirements.

Have a "guest speaker - attorney" speak about the procedures of a closing, and possession requirements.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DISCUSS PRODUCTS AND SERVICES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1861 - Identify the different styles of homes and buildings and be familiar with construction techniques and building materials.

CONTENT	RESOURCES
I. Housing Styles A. Ranch B. Duplex C. Bi-level D. High-rise E. Two story F. "A" frame G. Earth house II. Construction Techniques A. Frame B. Brick C. Precast concrete	Fundamentals of Real Estate Appraising - Chapter 3 Modern Real Estate Practice Chapters 20, 22 Realtors Institute Reference and Practice Book - Vol. II, Chapter 4

SUGGESTED LEARNING ACTIVITIES:

Have students read about construction styles and techniques and discuss with students how construction styles are identified.

Give the students addresses of houses and have them identify and list the housing styles and construction styles of these properties.

Have a "guest speaker - contractor" speak about techniques of construction and styles of buildings.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DISCUSS PRODUCTS AND SERVICES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1862 - Understand the different types of ownership (i.e., condominium, single family, cooperative).

CONTENT	RESOURCES
I. Ownership	Modern Real Estate Practice
A. Fee simple	Chapters 4, 7, 8, 12, 24
B. Fee determinable	
C. Life estate	Real Estate Law
D. Courtesy/dower	Chapters 6, 14, 16, 30, 31
E. Homestead	
II. Tenancy	
A. Tenancy in common	
B. Tenancy by entirety	
C. Tenancy in severality	
D. Joint tenancy	
E. Trust	
F. Commercial property	

SUGGESTED LEARNING ACTIVITIES:

Have students read about concepts of ownership and interest in real estate and discuss the various types of ownership that are used in your area.

Have a "guest speaker - attorney" speak about how ownership is held from a legal point of view.

Have students review deeds and other legal papers, and identify how ownership is held.

PRODUCT/SERVICE TECHNOLOGY

OBJECTIVE: EACH STUDENT WILL DISCUSS PRODUCTS AND SERVICES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1863 - Understand all areas of insurance that pertain to property.

CONTENT	RESOURCES
I. Types of Insurance A. Liability B. Fire C. Casualty D. Renters insurance E. Comprehensive	Principles of Real Estate Management - Chapter 27 Modern Real Estate Practice Chapters 4, 17

SUGGESTED LEARNING ACTIVITIES:

Have students read about property insurance and discuss coverage and costs of real estate insurances.

Have a "guest speaker - insurance agent" speak about property insurance and costs.

Have students list insurance coverage necessary for properties (i.e., single family, apartment building, public buildings).

SELLING

OBJECTIVE: EACH STUDENT WILL PLAN SALES RELATED ACTIVITIES FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1937 - Prepare a competitive market survey and understand the law regarding selling of real property.

CONTENT	RESOURCES
I. Competitive Market Analysis Considerations A. Homes that are presently for sale B. Homes that have been sold C. Homes that were not sold D. Financing	Realtors Reference and Practice Book - Vol. I, Chapters 1, 3, 7 Real Estate Law Chapter 11
II. Considerations of a Market Survey A. Population B. Income and money supply C. Industry D. Land E. Related laws of the area	Ring/Dasso, Real Estate Principles and Practices Chapter 3 Real Estate Appraisal and Investment - Chapters 2, 3
III. Sources of Information A. Federal records B. State records C. Private groups obtaining data	
IV. Factors Covered by the Laws Which Affect the Sale of Real Estate A. Contracts B. Discrimination C. Misrepresentation (i.e., fraud) D. Documentation (i.e., titles, deeds) E. Taxes	

SUGGESTED LEARNING ACTIVITIES:

Provide for the class the applicable laws regarding the sale of real estate (federal state, and local) and have students study this legislation.

Have an attorney who is knowledgable in the area of real estate law visit the class and discuss the important role that legislation plays in real estate transactions.

Discuss with the students the crucial fact that although they should be familiar with the applicable laws affecting real estate, they should never act in the capacity of a lawyer. Discuss the ramifications of a real estate salesperson's failure to follow this practice.

SELLING

OBJECTIVE: EACH STUDENT WILL PLAN SALES RELATED ACTIVITIES FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1938 - Skillfully obtain property information and accurately report property information obtained.

CONTENT	RESOURCES
I. Property Information	CAR, Selling Real Estate
A. Lot size	Chapter 4
B. Room size	
1. Number of rooms	Modern Real Estate Practice
2. Dimensions	Chapter 6
C. Building specifications	
1. Size	
2. Construction and condition	
3. Date built	
D. Surrounding area	
E. Necessary financing	
F. Miscellaneous	
1. Utilities (i.e., air conditioning, furnace, etc.)	
2. Taxes	
3. Zoning restrictions	
II. Reporting Property Information	
A. Orient buyers to the information	
1. Relaxed atmosphere	
2. Sincerety	
B. Highlight the best features	
C. Possibly provide buyers with an information sheet	

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students the importance of being thorough in obtaining property information and stress the importance of making a good first impression.

Have students prepare a list with property information for a specific home and discuss how this information could be effectively and accurately reported to potential buyers.

SELLING

OBJECTIVE: EACH STUDENT WILL PLAN SALES RELATED ACTIVITIES FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1939 - Evaluate your agency's prospecting effectiveness.

CONTENT	RESOURCES
I. Assessing Canvassing Efforts	CAR, How to Negotiate In Listing and Selling Homes Chapter 1
II. Assessing Listing Sources	
III. Assessing Prospecting Methods and Approaches	CAR, Selling Real Estate Chapter 1
IV. Comparisons with Other Agencies' Effectiveness	Realtors Institute Reference and Practice Book - Vol. II, Chapter 5

SUGGESTED LEARNING ACTIVITIES:

After discussing the techniques and methods used in prospecting, have students prepare a planning sheet that would detail how they would prospect for buyers and how they would evaluate their efforts.

Have a knowledgable real estate person discuss with the class some of the ways real estate agencies evaluate prospecting effectiveness (i.e., comparisons with listings, sales, other agencies, etc.).

SELLING

OBJECTIVE: EACH STUDENT WILL PLAN SALES RELATED ACTIVITIES FOR A REAL ESTATE AGENCY.

COMPETENCY(IES): 1940 - Initiate contests offering financial reward/recognition for meeting or surpassing sales quotas.

CONTENT	RESOURCES
I. Establishing Quotas and Goals	Realtors Institute Reference and Practice Book - Vol. II,
II. Determining Those Who are Highly Motivated	Chapter 4
III. Planning Appropriate Rewards	Selling Real Estate Chapter 9

SUGGESTED LEARNING ACTIVITIES:

Have students write a paper on possible realistic rewards that might optimize the motivation of the real estate agency's sales force.

Have a knowledgable salesperson discuss with the students the financial rewards/recognition that are used in his/her own agency.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1941 - Skillfully locate and qualify prospective buyers.

CONTENT	RESOURCES
I. Advertising	Selling Real Estate Chapter 1
II. Canvassing	
III. Listing Sources A. People B. Newsmedia C. Bulletins	How to Negotiate in Listing and Selling Homes Chapter 1
IV. Telephone	Realtors Institute Reference and Practice Book - Vol. I, Chapter 5

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the students the methods and techniques used in prospecting for buyers.

Have students practice approaches that they would use in prospecting for buyers.

Have students examine newspapers, community bulletin boards, etc., in order to find prospects that would be moving, or are new to the area, in order to develop prospect lists.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1942 - Locate listings for your agency from such sources as referrals, solicitations, leads, and previous customers.

CONTENT	RESOURCES
I. Possible Listing Sources A. Referrels B. Canvassing C. News media D. Telephone E. Personal contacts F. Buyers	How to Negotiate in Listing and Selling Homes Chapter 1 Selling Income Property Successfully - Chapter 4 Realtors Institute Reference and Practice Book - Vol. I, Chapter 5

SUGGESTED LEARNING ACTIVITIES:

After discussing the listing sources which real estate persons can use, have students compile listings from such sources as newspapers, radio, bulletins, etc.

Have a knowledgable real estate person discuss with the students the methods and sources used in locating listings.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1943 - Effectively apply telephone prospecting techniques.

CONTENT	RESOURCES
I. Successful Telephone Prospecting A. Preparation 1. Know the area you are calling 2. Be prepared for questions	How To Negotiate in Listing and Selling Homes Chapter 1
B. Cheerful positive attitude C. Use a checklist or form for important points	Modern Real Estate Practice Chapter 6
	Selling Real Estate Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Have students prepare a hypothetical telephone sales presentation, including the preparation that they would undertake if telephone canvassing was actually being done.

Have a knowledgable real estate person discuss with the students the necessary ingredients for successful telephone canvassing.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1944 - Obtain a listing contract from owners which includes details on: commission, length of listing, etc.

CONTENT	RESOURCES
I. Possible Listing Agreements (Written) A. Net listing B. Open listing C. Exclusive agency D. Exclusive right to sell listing E. Multiple listing	Selling Income Property Successfully - Chapter 4 How to Negotiate in Listing and Selling Homes - Chapter 1 Realtors Institute Reference and Practice Book - Vol. I, Chapter 6 Modern Real Estate Practice Chapter 6

SUGGESTED LEARNING ACTIVITIES:

Have students complete hypothetical listing agreements with written explanations of the terms and provisions.

Bring in sample listing agreements and discuss the importance of making the seller aware of the listing contract's terms and provisions.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1946 - Be alert to buying motives of clients, and exercise skill in overcoming prospective buyers' objections.

CONTENT	RESOURCES
I. Possible Motivations of Buyers A. Shelter B. Security C. Social	Psychology of Motivation and Persuasion in Real Estate Selling - Chapters 4 - 6
D. Status	Selling Real Estate Chapters 2, 7
II. Overcoming Objections A. Avoid arguments B. Keep responses positive	Selling Income Property Successfully - Chapter 9

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the student the ways of determining the buyer's motives and the ways to make the buyer's motives work to the salesperson's advantage.

Discuss with the students the importance of dealing with objections in a positive manner and the fact that the salesperson should never argue with clients.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1946 - Apply sales appeals according to the buying motives of the clients; exercise tact, creativity, and adaptability.

CONTENT	RESOURCES
I. Matching Sales Appeals with Buying Motives A. Determining the clients' wants and needs B. Creating wants and needs in the client C. Developing a proper attitude to present a sales appeal D. Presenting the sales appeal	Psychology of Motivation and Persuasion in Real Estate Selling - Chapters 4, 5 Realtors Institute Reference and Practice Book - Vol. I, Chapter 9

SUGGESTED LEARNING ACTIVITIES:

Have students compile a detailed list of possible buying motives and write brief explanations of ways to apply successful sales appeals to those motives.

Have a knowledgable real estate person discuss with the students how to use the wants and needs of clients to work toward a successful sale.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1947 - Maintain high morale, motivation and ethics.

CONTENT	RESOURCES
I. Maintaining Morale, Motivation, and Ethics A. Real estate salesperson B. Buyer C. Seller D. Broker	Psychology of Motivation and Persuasion in Real Estate Selling - Chapters 3, 5, 13 Real Estate Selling Magic Chapter 13 Modern Real Estate Practice Chapter 21

SUGGESTED LEARNING ACTIVITIES:

Have students read and study the Code of Ethics of the National Association of Realtors and discuss with students the importance of maintaining high morale and motivation in their real estate transactions.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1948 - Exercise skill in showing the property to prospective buyers; explain features and drawbacks of property, and features of neighborhood such as schools, shopping, etc.

CONTENT	RESOURCES
I. Showing the Home A. Know what the buyer wants B. Plan the showing around buyer motivations II. Selling Features A. Positive aspects of the property B. Positive aspects of the neighborhood/community C. Avoid overselling D. Preparations in showing property	Selling Real Estate Chapter 4 Realtors Institute Reference and Practice Book - Vol. I, Chapter 10 Selling Income Property Successfully - Chapter 10

SUGGESTED LEARNING ACTIVITIES:

Have students prepare a list that details the procedures that they would use in showing property to clients. Have the students include such items as how many homes to show in one day, planning the route to take to the property, check lists for buyers, etc.

Discuss with the students the importance of not saying too much when showing property, and of not overselling the positive features of the home.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1949 - Understand the termination of listing by law and by action of the parties.

CONTENT	RESOURCES
I. Possible Ways Listings May Be Terminated A. Termination of the time period B. Action by the broker C. Action by the owner D. Death or insanity E. Destruction of the real estate	Modern Real Estate Practice Chapter 6 Realtors Institute Reference and Practice Book - Vol. I, Chapter 6 How to Negotiate in Listing and Selling Homes - Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Have a real estate broker discuss with the students the possible actions that can take place to cause the termination of the listing contract.

Have students write a paper relating the ways a listing agreement can be terminated to the provisions included in the listing contract.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1950 - Know how to effectively present the offer to the seller, how to effectively present the counter offer, and effectively handle buyer's decision on the counter offer.

CONTENT	RESOURCES
I. Considerations of the Offer/Counter Offer A. Preparations B. Dealing with objections	Realtors Institute Reference and Practice Book - Vol. I, Chapter 10
C. Financing D. Motivations of buyer/seller E. Negotiating effectively	Selling Real Estate Chapter 7, 15
F. Continuing involvement	Real Estate Selling Magic Chapter 11

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable salesperson discuss with the students the details involved in securing and presenting the offer.

Discuss with the students the many problems and objections that might arise in the offer/counter offer phase of negotiating the sale of real estate. Have students think about the best ways to handle such problems and objections.

SELLING

OBJECTIVE: EACH STUDENT WILL DEMONSTRATE SALES RELATED ABILITIES RELATED TO REAL ESTATE.

COMPETENCY(IES): 1951 - Understand closing procedures of a sale, and consider how and when to close the sale.

CONTENT	RESOURCES
I. Closing Sales A. Preparations B. Review of listings, offers, etc. C. Obtaining an appointment with the seller D. Anticipating problems E. Closing presentations F. Close or counter-offer	Selling Income Property Successfully - Chapter 12 Selling Real Estate Chapters 6 - 8 Realtors Institute Reference and Practice Book - Vol. I, Chapter 11 Closing the Sale

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the class the closing procedures of a sale and the best times to close a sale.

Have students write a short paper describing the techniques that they would use in closing a real estate sale.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1952 - Arrange such closing requirements as closing date, deposit, title search, lien search, survey of property, and other legal instruments.

CONTENT	RESOURCES
I. Common Broker Duties When Closing a Sale	Selling Real Estate Chapter 8
A. Handle the proceedings	
B. Accept brokerage commission	Closing the Sale Chapters 4 - 6
C. Give guidance in real estate matters	
D. Make any necessary arrangements	
1. Evidence of title	Modern Real Estate Practice Chapter 23
2. Termite controls	
3. Surveys	
4. Miscellaneous	
E. Work with lawyer in the area of legal instruments	

SUGGESTED LEARNING ACTIVITIES:

Have a real estate broker discuss with the class the details involved in closing a sale and the broker's duties at the closing.

Have students complete a hypothetical closing of a real estate transaction, keeping in mind that a lawyer and possibly a title insurance company representative would be present.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1953 - Complete legal instruments.

CONTENT	RESOURCES
I. Common Legal Instruments Used in Real Estate A. Leases B. Installment agreements	Ring/Dasso, Real Estate Principles and Practices Chapter 8
C. Contracts for the sale of real estate D. Listing contracts	Modern Real Estate Chapter 11
E. Escrow contracts F. Buy and sell option agreements	Real Estate Selling Magic Appendix B

SUGGESTED LEARNING ACTIVITIES:

Bring in sample legal instruments that are approved for your area and have students study their terms and provisions.

Have students complete sample legal instruments according to hypothetical data which you provide.

Have a lawyer or real estate broker discuss with the students the legal limitations of the real estate person in handling legal instruments.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1954 - Collect any deposit made by the buyer and handle it as prescribed by law.

CONTENT	RESOURCES
I. Collecting the Deposit A. Use the approved receipt forms where applicable B. Include all necessary information C. Act as trustee for the buyer and seller D. Forms should not be changed or modified E. Know the laws in your area	Selling Real Estate Chapter 6 Realtors Institute Reference and Practice Book - Vol. I, Chapter 6

SUGGESTED LEARNING ACTIVITIES:

Have students complete sample deposit forms according to hypothetical data which you provide. Make sure the students realize that the deposit receipt forms that they should use in their business should be approved and accepted for their area.

Discuss with the students the necessary information that should be included in a deposit receipt and emphasize the requirements that are prescribed by law for your community.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1955 - Arrange for the seller to make necessary repairs.

CONTENT	RESOURCES
I. Making Repair Arrangements A. Diagnosing the needed repairs B. Handling buyer/seller objections C. Tactfully introducing the repair conditions to the seller where applicable D. Coordinating the repair arrangements where necessary E. Continuing rapport with buyer/seller	Real Estate Selling Magic Chapter 3 How to Negotiate in Listing and Selling Houses Chapter 4

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the students the methods and techniques to tactfully arrange for the seller to make repairs when they are needed.

Discuss with the students possible situations when it is necessary or advisable to make arrangements with the seller concerning repairs.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1956 - Arrange for the buyer to inspect property immediately prior to closing.

CONTENT	RESOURCES
I. Arranging Buyer Inspection Prior to Closing	Closing the Sale Chapters 4, 9
A. Make arrangements with the seller	
B. Deal effectively with any final objections	Selling Income Property Successfully - Chapter 12
C. Highlight the best features	
D. Be supportive without talking too much	Realtors Institute Reference and Practice Book - Vol. I, Chapter 10
E. Instill the buyer with pride and satisfaction	
F. Control the inspection	

SUGGESTED LEARNING ACTIVITIES:

Discuss with the students the importance of effectively dealing with the buyers' emotions, objections, etc., at this crucial time of the real estate transaction.

Have a knowledgable real estate person discuss with the students the necessary preparations and actions that the salesperson must consider in showing the property to the buyer prior to closing.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1957 - Keep the owner informed on the progress of the listing.

CONTENT	RESOURCES
I. Maintaining Communication Between Seller and Agent A. Realize the importance of this function B. Allow time each week to visit or call the seller C. Keep them informed of any ads run on the property D. Share opinions concerning sale price, etc. E. Give them any constructive comments concerning their property	How to Negotiate in Listing and Selling Homes Chapter 1 Realtors Institute Reference and Practice Book - Vol. I, Chapter 5

SUGGESTED LEARNING ACTIVITIES:

Have a knowledgable real estate person discuss with the students how he/she maintains communication with the seller and what information is discussed.

Discuss with the students the importance of keeping the seller informed of what is occuring in the selling efforts of his/her property and how this can make it easier to renew the listing contract when necessary.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1958 - Prepare the property brief to include photos of property and building, maps of property, floor plans, tax information, financing, etc.

CONTENT	RESOURCES
I. Points to Remember in Considering Property Briefs	Selling Income Property Successfully - Chapter 8
A. They do not replace showing the property	Realtors Institute Reference and Practice Book - Vol. I, Chapter 4
B. They can be an effective sales tool	
II. Possible Uses of Information in the Property Brief	
A. Sales ads	
B. Obtaining listings	
C. Provide lenders with helpful data	

SUGGESTED LEARNING ACTIVITIES:

Have students prepare a property brief from hypothetical information which you provide. Have students include a short description of how they would use these briefs.

Bring in sample property briefs and discuss with the students the good and bad points of the information that they present or fail to present.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1959 - Maintain a "listing file" in the real estate office with listings indexed, cross-referenced, and up to date.

CONTENT	RESOURCES
I. Considerations When Keeping a Listing File A. Maintain good records B. Maintain contact with the seller	How to Negotiate in Listing and Selling Homes Chapter 1
C. Keep informed of changes that effect the file	Unger/Karvel, Real Estate Principles and Practices Chapter 19
II. Use a Listing File to Aid the Buyer A. Meet the needs and wants of the buyer B. Impress the buyer with thorough information and knowledge of listings	Selling Real Estate Chapter 1

SUGGESTED LEARNING ACTIVITIES:

Have students observe a good real estate filing system in your area and have them note the methods and techniques used to keep the information accurate and up to date.

Have students prepare a written plan concerning how they would operate their own filing system in their own real estate office.

SELLING

OBJECTIVE: EACH STUDENT WILL ORGANIZE AND PERFORM SELLING RELATED ACTIVITIES IN REAL ESTATE.

COMPETENCY(IES): 1960 - Use assistance of others in your agency when facing a problem.

Content	Resources
I. Know Your Limitations A. Legal B. Financing	Realtors Institute Reference and Practice Book - Vol. II, Chapter 9
II. Analyze the Problem A. Determine the assistance you need B. Determine the best person(s) to help you	How to Negotiate in Listing and Selling Homes Chapter 2
III. Work With Others Towards the Best Possible Solutions	

Suggested Learning Activities:

Discuss with the students the importance of having a good rapport with one's co-workers, boss, etc., in order to work out problems together when necessary.

Have students list possible areas or situations where they might require assistance and discuss with them the ways they can courteously obtain that assistance.

SELLING

OBJECTIVE: EACH STUDENT WILL COMPLETE SALES AND RELATED CONTRACTS NECESSARY FOR CLOSING A REAL ESTATE SALE.

COMPETENCY(IES): 1961 - Know the essentials of a valid real estate sales contract and the forms of contract documents.

CONTENT	RESOURCES
I. Considerations of a Valid Real Estate Contract	Selling Real Estate Chapter 6
A. Date	
B. Terms of the agreement	Unger/Karvel, Real Estate
C. Price and payment	Principles and Practices
D. Names	Chapter 4
E. Agreements (pest control, etc.)	
F. Title transfer	Real Estate Selling Magic
G. Deposit	Appendix B
II. Contract Forms	
A. See the sample contract forms in suggested texts	
B. Check the approved contract forms for your area	

SUGGESTED LEARNING ACTIVITIES:

Discuss the main components of the real estate contract as they are described in the suggested texts.

Present sample contract forms to the students for their examination and study. Have students complete forms for hypothetical situations.

Have a knowledgable real estate person talk to the students concerning the criteria their board has used in selecting contract forms.

SELLING

OBJECTIVE: EACH STUDENT WILL COMPLETE SALES AND RELATED CONTRACTS NECESSARY FOR CLOSING A REAL ESTATE SALE.

COMPETENCY(IES): 1962 - Understand the listing agreements, the contract for sale of real estate, the option to buy and sell, and installment contracts.

CONTENT	RESOURCES
I. Listing Agreements A. Non-exclusive (i.e., verbal, open, etc.) B. Exclusive	Unger/Karvel, Real Estate Principles and Practices Chapter 4
II. Contract for Sale of Real Estate A. Binders (informal) B. Elements of the contract (formal)	Ring/Dasso, Real Estate Principles and Practices Chapter 8
III. Buy and Sell Options A. Time limitations B. Specifics of the sale	Realtors Institute Reference and Practice Book - Vol. I, Chapter 6
IV. Installment Contracts A. Time B. Amount C. Intervals	

SUGGESTED LEARNING ACTIVITIES:

Bring in sample listing agreements (formal), contracts for the sale of real estate, financial clauses (option to buy and sell), and installment contracts. Have students study these sample contracts and then discuss their essential elements.

Have students fill out sample contracts for hypothetical real estate cases.

SELLING

OBJECTIVE: EACH STUDENT WILL COMPLETE SALES AND RELATED CONTRACTS NECESSARY FOR CLOSING A REAL ESTATE SALE.

COMPETENCY(IES): 1963 - Understand leases and escrow agreements.

CONTENT	RESOURCES
I. Lease Agreements A. Term (length of possession) B. Rent (periodic payments)	Ring/Dasso, Real Estate Principles and Practices Chapters 8, 24
II. Escrow Agreements A. Seller B. Buyer C. Escrow holder	Unger/Karvel, Real Estate Principles and Practices Chapters 4, 7

SUGGESTED LEARNING ACTIVITIES:

Have an attorney, banker, or knowledgable resource person from a title institution come to class and discuss the three party agreement known as an escrow contract.

Bring in sample lease contracts and discuss provisions concerning term, rent, and lessor/lessee agreements.

Discuss the importance of seeking professional advice in the area of contracts, when it becomes necessary. Point out to the students that a real estate salesperson should never act as a legal counsel.

SELLING

OBJECTIVE: EACH STUDENT WILL COMPLETE SALES AND RELATED CONTRACTS NECESSARY FOR CLOSING A REAL ESTATE SALE.

COMPETENCY(IES): 1964 - Explain sellers' responsibilities for property from sales to close.

CONTENT	RESOURCES
I. Seller Responsibilities A. Removal of encumbrances (unless otherwise specified) B. Delivery of instruments (insurance, deeds, notes, etc.) C. Delivery of latest tax receipts D. Maintenance of property	Unger/Karvel, Real Estate Principles and Practices Chapters 12 Ring/Dasso, Real Estate Princples and Practices Chapter 12

SUGGESTED LEARNING ACTIVITIES:

Discuss those activities that take place from the signing of the contract to the close of the sale and relate them to the actions of which the seller is responsible.

Bring in sample instruments, such as insurance policies, deeds, etc., and have students explain how these instruments would be used in the closing of a real estate transaction.

APPENDIX H

BUSINESS/PERSONAL SERVICES CURRICULUM GUIDE
FIELD TEST COPY

State of Illinois
Marketing and Distributive Education
Curriculum Guide
for

BUSINESS AND PERSONAL SERVICES

PROJECT DIRECTOR: DR. ROGER L. LUFT, Marketing and Distributive Education Teacher-Educator, Southern Illinois University, Carbondale, Illinois.

RESEARCHERS: JANICE BONA CLUCK
FRANK KLEIN
KURT MASSIE
GRAD. ASST.: LARRY BENHART

MARKETING AND DISTRIBUTIVE EDUCATION
CURRICULUM GUIDE for

BUSINESS AND PERSONAL SERVICES

Table of Contents

Information on Careers in Business and Personal Services....................................ii

Bibliography..viii

Instructional Competencies classified into eleven color-coded instructional areas............................1

AREA	COLOR	PAGE
ADVERTISING	Blue	1
COMMUNICATIONS	Goldenrod	5
DISPLAY	Yellow	31
HUMAN RELATIONS	Buff	35
MARKETING/ECONOMICS	Blue	57
MANAGEMENT	Green	61
MATHEMATICS	White	77
MERCHANDISING	Pink	87
OPERATIONS	Salmon	89
PRODUCT/SERVICE TECHNOLOGY	Yellow	95
SELLING	Green	99

This document has been developed and published under contractual agreement (R33-10X-0424-310) between the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777, and the Department of Vocational Education Studies, Southern Illinois University, Carbondale, Illinois 62901. Contractors undertaking such projects under Illinois State Board of Education sponsorship may express judgments in professional and technical matters. Points of view or opinions, therefore, do not necessarily represent official Illinois State Board of Education position or policy.

INFORMATION ON CAREERS IN BUSINESS AND PERSONAL SERVICES

WHAT ARE SERVICE BUSINESSES?

A service is generally defined as any activity performed for someone else. Services are intangible goods -- you get the result of someone's know-how and labor when you buy a service. Those who buy services are either unable or unwilling to perform those services for themselves. Services that are sold can be grouped into these common business categories: advertising and display, finance and credit, food, lodging, insurance, petroleum, real estate, recreation, transportation and travel, and BUSINESS AND PERSONAL SERVICES.

BUSINESS SERVICES provide services to business establishments on a fee or contract basis, such as management and consultant services, protective services, public relations, building maintenance, equipment rental and leasing, accounting and data processing services, and marketing research.

PERSONAL SERVICES provide services in consumer service establishments, such as funeral homes, laundries, dry cleaners, beauty shops, barber shops, photographic studios, shoe repair shops, appliance repair shops, dance and art studios, health clubs, pet care/grooming shops, home maintenance, security, and cleaning services, pest control services, employment agencies, printing services, and accounting services.

HOW ABOUT A SERVICE CAREER?

Service careers are found in a wide variety of businesses that provide services to customers with varying needs and wants, and many different types of people work at those service jobs. Jobs are available for those with high school diplomas or college degrees, those who prefer working late at night or early in the morning, those who prefer the smallest town or the largest city.

Successful people in service careers have certain common characteristics: They enjoy serving others, they get along well with others, they like people in general, they are industrious and trustworthy, responsible and honest. Service career employees need skills in human relations, communications, mathematics, and marketing, as well as service knowledge.

Service careers are one of the fastest growing groups of occupations, and the main reason for this growth is that people now have more "extra" money to spend over and above the money required for necessities, therefore they are more willing to spend money on the various services provided by businesses. Increased population has also caused increased need for services, and many new services are being offered all the time.

The "Tomorrow's Jobs" section of the OCCUPATIONAL OUTLOOK HANDBOOK shows that the number of workers in service businesses has been constantly increasing since the 1940's. The Handbook also predicts that in the next 10 years the number of people working in ser ice businesses will increase by 50%, and that more service jobs will be created in the next few years by deaths, retirements, and terminations than from employment growth. (Service businesses now employ about 14 million workers.)

The salaries of service career employees vary widely -- some earn only the minimum wage and employees in occupations that must be certified earn much more. The amount of money one earns depends on the type of business, its size, its location, the responsibilities of the job, the education required for the job and/or certification, your abilities, and your experience.

To answer the question "Could I be happy in a service career?" one must consider these questions: Are the working conditions good? Are there opportunities for advancement? What education is required? Is the salary good? Will I need extra training? Will I enjoy the work? The service area is one that a career-minded young person can grow with, reaping many personal benefits along the way.

STARTING A SERVICE BUSINESS

The person starting a service business must first think about tailoring the business to suit the particular customers that s/he wants to reach, since no business can please everybody. An example would be a dry cleaning business. The person must decide between the quantity trade (those who want their cleaning done as fast and as cheaply as possible) and the quality trade (those who want their expensive clothes cleaned and pressed with great care). The quantity trade would require planning for a mass production kind of operation, keeping costs down with a cash-and-carry policy. The quality trade would require offering personalized service, including hand pressing, charge accounts, free delivery, and a repair service for clothes with ripped seams or missing buttons.

The service business owner must then think about the location of the business. If the business must operate from a store location (beauty shop or shoe repair), then various location factors must be considered. Some businesses, however, can be operated with a telephone at home and a truck or van to hold supplies and/or equipment (pest control or carpet cleaning).

The service business owner must also be sure that s/he has on hand or can easily get all the materials needed for the business, including large equipment and quickly used supplies. S/he must be able to order supplies, receive, check, and store them. Careful financial records must be kept in order to price the services offered so that the business can pay expenses and make a profit, as well as for income tax purposes. The owner must use sales promotion to attract new customers and sell more to regular customers. The business' employees must keep its customers satisfied because word-of-mouth advertising can either make or break the business. Therefore, employees must apply human relations psychology and personal salesmanship techniques.

FOR SPECIFIC CAREER INFORMATION REGARDING A PARTICULAR TYPE OF BUSINESS, the student should write to the appropriate association(s) listed below:

Linen Supply Association of America
1250 East Hallandale Beach Blvd.
P. O. Box 1283
Hallandale, FL 33009

International Fabric Care Institute
12251 Tech Road
Silver Spring, MD 20904

Associated Master Barber and Beauticians of America
219 Greenwich Road
Charlotte, NC 28211

National Funeral Directors Association
135 W. Wells Street
Milwaukee, WI 53203

National Funeral Directors and Morticians Association
734 W. 79th Street
Chicago, IL 60620

Illinois Funeral Directors Association
1045 Outer Park Drive #120
Springfield, IL 62704

The American Board of Funeral Service Education, Inc.
201 Columbia St.
Fairmont, WV 26554

Association of Consulting Management Engineers, Inc.
230 Park Avenue
New York, NY 10017

American Boarding Kennels Association
6440 N. Old Highway 85-87
Colorado Springs, CO 80919

Building Maintenance Contractors Association
2017 Walnut St.
Philadelphia, PA 19103

National Executive Housekeepers Association
Business & Professional Building
414 Second Avenue
Gallipolis, OH 45631

National Pest Control Association
8150 Lessburg Pike
Vienna, VA 22180

Professional Photographers of America, Inc.
1090 Executive Way
Ves Plaines, IL 60018

Association of Data Processing Service
1925 North Lynn St.
Arlington, VA 22209

Institute of Management Consultants
347 Madison Avenue
New York, NY 10017

Public Relations Society of America
435 North Michigan Ave.
Chicago, IL 60611

National Association of Printers and Lithographers
570 Seventh Ave.
New York, NY 10018

National Personnel Associates, Inc.
300 D Waters Bldg.
Grand Rapids, MI 49503

National Association of Temporary Services
1001 Connecticut Ave. N.W. #932
Washington, DC 20036

American Rental Association
2920 23rd Ave.
Moline, IL 61265

Rental Service Association
4302 Airport Blvd.
Austin, TX 78722

American Society of Appraisers
Box 17265 Dulles Intl. Airport
Washington, DC 20041

National Appliance Service Association
1308 Pennsylvania
Kansas City, MO 64105

National Council of Investigation and Security
1100 Connecticut Avenue N.W. #700
Washington, DC 20036

National Hairdressers and Cosmetologists Assoc., Inc.
3510 Olive St.
St. Louis, MO 63103

National Automatic Laundry & Cleaning Council
7 S. Dearborn St.
Chicago, IL 60603

International Drycleaners Congress
P.O. Box 8629
San Jose, CA 95125

National Micrographics Association
8728 Colesville Rd.
Silver Spring, MD 20910

American Accounting Association
653 S. Orange Ave.
Sarasota, FL 33577

American Institute of CPA's
1211 Ave. of the Americas
New York, NY 10036

Illinois CPA Society
One IBM Plaza, Suite 1415
Chicago, IL 60611

Association of Tax Consultants
2433 N.E. Clackamas St.
Portland, OR 97232

BIBLIOGRAPHY FOR INSTRUCTIONAL MATERIALS REFERENCED IN THE BUSINESS/PERSONAL SERVICES CURRICULUM GUIDE

(Arranged alphabetically by Title)

ADVERTISING, 2nd Ed., William Antrim. McGraw-Hill, Inc., 1978.

ADVERTISING AND DISPLAYING MERCHANDISE, Harland Samson. Cincinnati: South-Western Publishing Co., 1967.

BASIC BUSINESS MATHEMATICS, John and Charlotte Ernest. Encino, CA: Benziger Bruce and Glencoe, Inc., 1977.

BASIC SELLING, 2nd Ed., John W. Ernest. McGraw-Hill, Inc., 1978.

BUSINESS ENGLISH AND COMMUNICATION, 5th Ed., Stewart, Lanham, Zimmer, Clark, and Stead. McGraw-Hill, Inc., 1978.

BUSINESS ENGLISH IN COMMUNICATIONS, 2nd Ed., Himstreet, Porter and Maxwell. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970.

BUSINESS MATH/30, 2nd Ed., R. R. Rosenberg and C. G. Alvey. McGraw-Hill, Inc., 1976.

BUSINESS PRINCIPLES AND MANAGEMENT, 7th Ed., Kenneth Everard and Bernard Shilt. Cincinnati: South-Western Publishing Co., 1979.

CASHIER, THE, The Chase Manhattan Bank, New York. McGraw-Hill, Inc., 1975.

CHECKER-CASHIER, 2nd Ed., Doehring, Paul, and Mills. Cincinnati: South-Western Publishing Co., 1977.

COMMUNICATING AT WORK, John Williams and Steven Eggland. Cincinnati: South-Western Publishing Co., 1979.

COMMUNICATION AT WORK, Patrick Weagraff and James Lynn. McGraw-Hill, Inc., 1977.

COMMUNICATIONS IN MARKETING, 2nd Ed., Leroy Buckner. McGraw-Hill, Inc., 1978.

CREATIVE SELLING, 2nd Ed., John W. Ernest. McGraw-Hill, Inc., 1978.

CUSTOMER SERVICES, 2nd Ed., Leroy Buckner. McGraw-Hill, Inc., 1978.

DISPLAY AND PROMOTION, 2nd Ed., Gary R. Smith. McGraw-Hill, Inc., 1978.

DISPLAY SPECIALIST, THE, Geroge Fuda and Edwin Nelson. McGraw-Hill, Inc., 1976.

EFFECTIVE ENGLISH FOR BUSINESS COMMUNICATION, 7th Ed., Paul Burtness and Alfred Clark. Cincinnati: South-Western Publishing Co., 1980.

ELEMENTS OF BUSINESS, Robert Lynn and James O'Grady. Boston: Houghton Mifflin Co., 1978.

FREE ENTERPRISE IN THE UNITED STATES, Eugene Wyllie and Roman Warmke. Cincinnati: South-Western Publishing Co., 1980.

FUNDAMENTALS OF SELLING, 10th Ed., John Wingate and Carroll Nolan. Cincinnati: South-Western Publishing Co., 1976.

GENERAL MERCHANDISE RETAILING, Barbara Vorndran and Carolyn Litchfield. McGraw-Hill, Inc., 1979.

HUMAN RELATIONS IN BUSINESS, Steven Eggland and John Williams. Cincinnati: South-Western Publishing Co., 1977.

HUMAN RELATIONS IN MARKETING, 2nd Ed., Donald Hiserodt. McGraw-Hill, Inc., 1978.

LEARNING EXPERIENCES IN RETAILING: TEXT AND CASES, C. Winston Borgen. Pacific Palisades, CA: Goodyear Publishing Co., Inc., 1976.

MANAGEMENT-MINDED SUPERVISION, 2nd Ed., Bradford Boyd. McGraw-Hill, Inc., 1976.

MARKETING AND DISTRIBUTION, 2nd Ed., Mason, Rath and Ross. McGraw-Hill, Inc., 1974.

MARKETING IN ACTION, 8th Ed., Warmke, Palmer, and Nolan. Cincinnati: South-Western Publishing Co., 1976.

MARKETING MATH, William Stull. Cincinnati: South-Western Publishing Co., 1979.

MATHEMATICS IN MARKETING, 2nd Ed., William Logan and M. H. Freeman. McGraw-Hill, Inc., 1978.

MODERN BUSINESS, 2nd Ed., Rosenblatt, Bonnington, and Needles. Boston: Houghton Mifflin Co., 1977.

MODERN DISPLAY TECHNIQUES, Emily Mauger. NY: Fairchild Publications, Inc., 1964.

PRACTICAL HUMAN RELATIONS, Robert Fulmer. Homewood, IL: Richard D. Irwin, Inc., 1974.

PRINCIPLES OF CREATIVE SELLING, 3rd Ed., Kenneth Haas and John Ernest. Encino, CA: Glencoe Publishing Co., Inc., 1978.

PRINCIPLES OF MODERN MANAGEMENT, Samuel Certo. Dubuque: Wm. C. Brown Company Publishers, 1980.

PRINCIPLES OF SMALL BUSINESS MANAGEMENT, William Macfarlane. McGraw-Hill, Inc., 1977.

RETAIL BUSINESS MANAGEMENT, 2nd Ed., Karen Gillespie and Joseph Hecht. McGraw-Hill, Inc., 1977.

RETAIL MERCHANDISING, 8th Ed., John Wingate and Harland Samson. Cincinnati: South-Western Publishing Co., 1975.

RETAIL SALESPERSON, THE, 2nd Ed, F. E. Hartzler. McGraw-Hill, Inc., 1979.

RETAIL SELLING, 2nd Ed., Yvonne Bodle and Joseph Corey. McGraw-Hill, Inc., 1977.

RETAILING MANAGEMENT, Larry Redinbaugh. McGraw-Hill, Inc., 1976.

RETAILING PRINCIPLES AND PRACTICES, 6th Ed., Richert, Meyer, Haines, and Harris. McGraw-Hill, Inc., 1974.

SALESMANSHIP FUNDAMENTALS, 4th Ed., John Ernest and Richard Ashmun. McGraw-Hill, Inc., 1973

SELLING, Robeson, Mathews, and Stevens. Homewood, IL: Richard D. Irwin, Inc., 1978.

SELLING, A SELF-MANAGEMENT APPROACH, 2nd Ed., Ferdinand Mauser. Harcourt Brace Jovanovich, Inc., 1977.

SELLING PRINCIPLES AND METHODS, 6th Ed., Carlton Pederson and Milburn Wright. Homewood, IL: Richard D. Irwin, Inc., 1976.

SELLING PRINCIPLES AND PRACTICES, 5th Ed., John Ernest and Richard Ashmun. McGraw-Hill, Inc., 1980.

SELLING TODAY - A PERSONAL APPROACH, Gerald Manning and Barry Reece. Dubuque: Wm. C. Brown Company Publishers, 1980.

SMALL BUSINESS MANAGEMENT, 5th Ed., Broom and Longenecker. Cincinnati: South-Western Publishing Co., 1979.

SUPERVISION: CONCEPTS AND PRACTICES OF MANAGEMENT, 2nd Ed., Theo Haimann and Raymond Hilgert. Cincinnati: South-Western Publishing Co., 1977.

SUPERVISION: THE DIRECTION OF PEOPLE AT WORK, W. R. Plunkett. Dubuque: Wm. C. Brown Company Publishers, 1975.

SUPERVISION: PRINCIPLES OF PROFESSIONAL MANAGEMENT, Robert Fulmer. Beverly Hills: Glencoe Press, 1976.

SUPERVISORY MANAGEMENT, George Terry. Homewood, IL: Richard D. Irwin, Inc., 1974.

TODAY'S BUSINESS MATH, Burton Kaliski. Harcourt Brace Jovanovich, Inc., 1972.

WHAT EVERY SUPERVISORY SHOULD KNOW, 3rd Ed., Lester Bittel. McGraw-Hill, Inc., 1974.

WORKING AT HUMAN RELATIONS, Rosemary Fruehling. McGraw-Hill, Inc., 1977.

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO NAME THE USES AND PURPOSES OF ADVERTISING.

What Does the Competent Marketing Employee Do?

1401
Know the uses of promotional and institutional advertising.

OTHER CLUSTER COMPETENCIES:

1402

Suggested Learning Activities

Have students read the material from one of the resources and list the uses of institutional advertising, the uses of promotional advertising, and explain how they are different.

Collect advertisements from newspapers and magazines. Have students identify each as promotional or institutional.

Prepare a list of examples of advertising. Have students indicate whether each is promotional or institutional and why.

Have students prepare posters showing how institutional advertising benefits service businesses.

References

IDECC LAP 001

Retailing Principles and Practices - Part 18

Retail Merchandising
Chapter 13

Marketing and Distribution
Part 30

Marketing in Action
Chapter 13

Fundamentals of Selling
Chapter 13

Advertising - Chapter 1

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO NAME THE USES AND PURPOSES OF ADVERTISING.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1402 Know the purposes of advertising.	Have students read the material from the resources and compile a list of as many purposes of advertising as possible. Have a class discussion regarding these purposes. Have students locate ads that illustrate each purpose of advertising on their lists. Have representatives from the local newspaper, radio station, and TV station speak about the part advertising plays for service businesses through these media. Have students prepare posters showing and identifying ads designed for different purposes.	IDECC LAP 011 Retailing Principles and Practices - Part 18 Fundamentals of Selling Chapters 13, 14 Advertising - Chapter 1 Advertising and Displaying Merchandise - Section 1 General Merchandise Retailing - Chapter 11 Selling Principles and Practices - Chapter 19
OTHER CLUSTER COMPETENCIES: 1401		

Advertising

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO NAME THE TYPES OF MEDIA AVAILABLE FOR ADVERTISING.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1403 Know the types of media that are available for advertising.	Have students read the material from one of the resources and classify a list of types of media under the headings "periodicals," "mass media," and "direct advertising." Have students interview a businessperson in their field of interest and determine the types of advertising media that he/she used in the past year. Have each student collect advertising samples if possible and share his/her report with the class. Over a period of three weeks, have each student identify the various media used to advertise a particular type of service business in the area, collecting samples of printed material and recording the content of visual or audio advertising.	IDECC LAP 002 Marketing in Action Chapter 14 Marketing and Distribution Parts 31, 32 Retail Merchandising Chapters 13, 15 Retailing Principles and Practices - Part 18 Fundamentals of Selling Chapters 13, 14 Advertising - Chapter 2 Selling Principles and Practices - Pages 383-386

Advertising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF ADVERTISING IN ORDER TO CREATE AN IMAGE DESIRED FOR THE BUSINESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1404 Attitude that advertising helps increase sales, builds goodwill, and builds customer loyalty.	Obtain statistics from the local newspaper, radio station, and TV station to show students how advertising helps increase sales for businesses. Have a class discussion on the definition of "goodwill" and how service businesses can achieve customer goodwill and loyalty through advertising. Have students identify ads from newspapers and magazines that were placed to build goodwill for service businesses. Have students prepare an ad for a service business in the community or their training station which would help build goodwill and customer loyalty toward the business.	IDECC LAP 061, 064, 067 Retail Merchandising Chapter 13, A Fundamentals of Selling Chapter 13, A Marketing in Action Chapter 13, A Advertising - Chapters 1, 3 Advertising and Displaying Merchandise - Section 1 General Merchandise Retailing - Chapter 11

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1451 Know the correct forms used in business writing. OTHER CLUSTER COMPETENCIES: 1452 1453 1454	Give a presentation on the different business letter forms, their purposes, and when each style should be used. Duplicate and hand out copies of business letters to students. While showing each letter on a transparency, have students identify each style and any errors contained in the letter. Have students collect sample letters from businesses or mail they have received and prepare posters or a bulletin board showing different letter styles and how they may be used.	IDECC LAP 95 Business English in Communications - Area 2 Business English and Communication - Chapters 7, 8 Effective English for Business Communication - Unit 8 Communications in Marketing Chapter 7 Selling Principles and Practices - Chapter 6

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

1452
Use effective written communications in forms and reports.

OTHER CLUSTER COMPETENCIES:

1451
1453
1454

Suggested Learning Activities

Duplicate and hand out the forms commonly used in a service business. Explain their purposes and how to correctly complete each form. Then, have students complete the forms from the information contained in written informational paragraphs.

Have each student visit a service business and ask for a sample of the business forms the business uses. Students should bring the forms to class and discuss how to use each effectively.

Have students prepare posters or a bulletin board showing various business forms and how they are used.

References

IDECC LAP 94

Communications in Marketing Chapter 7

Business English and Communication - Chapter 9

Business English in Communications - Unit 12

Effective English for Business Communication - Units 8, 14

Selling Principles and Practices - Chapter 6

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

1453
Write informative and effective business letters.

OTHER CLUSTER COMPETENCIES:

1451
1452
1454

Suggested Learning Activities

Discuss with students the various types of business letters that a businessperson often writes. Show examples of each type of letter and discuss how they may be used.

Lecture to students on how to write informative and effective business letters, showing examples on transparencies. Have students discuss main points in lecture and then divide into small groups. Each group will prepare a short business letter which will be discussed and evaluated by the class.

Provide students with sentences, paragraphs, and short business letters that need rewriting to make them more effective. After completing the rewriting exercise, students should discuss their answers.

Have students prepare sample business letters for the following:
1) to obtain a job
2) to remind a customer of an unpaid bill
3) to report the purchase of a defective item
and 4) to answer a customer's inquiry about a service.

References

IDECC LAP 133

Business English in Communications - Area 2

Business English and Communication - Chapters 7, 8

Effective English for Business Communication - Chapter 7

Selling Principles and Practices - Chapter 6

Communications in Marketing Chapter 7

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE EFFECTIVE WRITTEN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1454 Use legible handwriting when preparing written communications.	Speak to students on the importance of legibility in handwritten communications, discussing problems that illegible handwriting can cause for a business. Provide students with examples of poorly handwritten business communications, discussing any problems that may occur as a result of each.	Communications in Marketing Chapter 7 Business English and Communication - Chapter 9 Business English in Communications - Unit 12 Effective English for Business Communication - Unit 8 Selling Principles and Practices - Chapter 6

OTHER CLUSTER COMPETENCIES:

1451
1452
1453

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL UTILIZE GOOD TECHNIQUES IN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1455 Address other people in a business-like manner whether they are customers, employees, or management.	Invite the training director from the personnel department of a large business to speak to the class about the ways that employees are taught to address customers, fellow employees, supervisors, and management.	IDECC LAP 96 Human Relations in Business Chapter 6 Communications in Marketing Chapter 3
	If a speaker is unavailable, give a presentation on how to properly address people in a business-like manner, regardless of their position.	Communication at Work Unit 1
	Divide students into pairs. Help each pair plan a role-playing situation regarding introductions. When presented, other students should decide if the introduction or manner of address was correct, and if not, how to correct it.	Business English in Communications - Section 42 Effective English for Business Communication - Unit 8, Sec. 7
OTHER CLUSTER COMPETENCIES: 1456 1457	Provide case studies regarding introductions and addressing people for students to read. Discuss whether each situation was handled properly, and if not, how to correct it.	

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL UTILIZE GOOD TECHNIQUES IN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

1456
Communicate effectively with customers, co-workers, and supervisors.

OTHER CLUSTER COMPETENCIES:

1455
1457

Suggested Learning Activities

Give a presentation in which you explain the three basic purposes of communication, the five steps for effective communication, and the two considerations unique to written communication, asking students to give examples for each.

Provide examples of communications and have students analyze each to determine if the five steps for effective communication were followed. Discuss how they might be improved.

Invite a resource person to speak to the class on the importance of good communication skills to a salesperson, what communication skills are most used, what errors are most often made, and what salespeople can do to improve their communication skills.

References

IDECC LAP 127

Communicating at Work

Communications in Marketing
Chapters 1, 8

Retail Selling
Chapter 8

Fundamentals of Selling
Chapter 5

General Merchandise
Retailing - Chapter 3

Human Relations in
Business - Chapter 6

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL UTILIZE GOOD TECHNIQUES IN COMMUNICATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1457 Believe that communications between various employees, departments, or divisions within a business will result in a more efficient operation with mutual benefits to all. OTHER CLUSTER COMPETENCIES: 1455 1456	Lead a class discussion in which students list reasons why and how inter-departmental communications are important to a business and how poor communication channels affect the business' reputation and profits. Have students prepare organizational charts showing channels of communication at their training stations or provide sample charts. Discuss what could happen if the communication process bypassed part of the channel or was interrupted at a mid-point in the channel. Invite a business representative to speak to the class on the importance of inter-departmental communication to business success. Have each student interview a local business manager regarding his/her business' channel of communication and why interdepartmental communications are important to the business' success.	IDECC LAP 168 Communications in Marketing Chapter 1 Retail Merchandising Page 175 Retailing Principles and Practices - Part 56

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL LISTEN CAREFULLY WHEN COMMUNICATING.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1458 Listen carefully and follow directions.	Give a presentation explaining the four principles of good listening: 1) Prepare to listen 2) Have an open mind 3) Listen carefully 4) Listen with empathy. Discuss the importance of these principles to distributive occupations.	IDECC LAP 119 Communication at Work Unit 2 Communications in Marketing Chapter 2 Effective English for Business Communication - Chapter 3
	Prapare a tape recording of verbal instructions containing at least five steps. Without taking notes, students should listen to the tape and then follow the directions given so that they accomplish the task correctly.	Business English in Communication - Section 39 Business English and Communication - Chapter 3
OTHER CLUSTER COMPETENCIES: 1459	Divide students into pairs and let each pair develop and present a role-playing situation in which directions or instructions are given by one student to the other and what happens as a result of good OR poor listening.	Salesmanship Fundamentals Chapter 6 Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL LISTEN CAREFULLY WHEN COMMUNICATING.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1459 Listen carefully to customers' names and addresses and write them correctly.	Prepare a tape recording on which various students or teachers "phone" a business to change an address, voice a complaint, etc. Play the tape in class and have students listen and write the caller's name, address, telephone number, and brief message for each situation.	IDECC LAP 130 Communication at Work Unit 2 Communications in Marketing Chapter 2
	Obtain teletrainer equipment from your local telephone company. Have students take turns reading three names, addresses, and phone numbers from the local directory at random over the teletrainer equipment as other students record the information.	Effective English for Business Communication - Chapter 3 Business English in Communications - Section 39
OTHER CLUSTER COMPETENCIES: 1458	Pre-arrange a time to telephone each student at his/her home to change an address, voice a complaint, leave a message for another employee, etc. Students should record your name, address, telephone number, and message, and bring to school the next day for evaluation.	Business English and Communication - Chapter 3 Salesmanship Fundamentals Chapter 6 Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1460 Talk clearly and pleasantly, conveying spirit and enthusiasm. OTHER CLUSTER COMPETENCIES: 1461 1462 1463 1464 1465 1466	Invite the school speech teacher to talk to the class on the principles of speaking, how to talk clearly and pleasantly, and how to convey spirit and enthusiasm when speaking. Provide a list of ten sentences. Have each student stand and read each sentence twice--the first time in a monotone and the second time changing the pitch to emphasize certain words in order to convey spirit and enthusiasm. Other students should evaluate each student's ability to convey spirit and enthusiasm as well as talking clearly and pleasantly. Have students listen to a tape recording on which various people "sell" a product or service--some do not speak clearly, some seem bored, some convey enthusiasm for the product/service, etc. After hearing each "sales pitch," students should discuss its effect on customers; and after hearing all of them, discuss the differences and which presentations would influence the customer to buy.	IDECC LAP 137 Communications at Work Unit 1 Communications in Marketing Chapter 3 Effective English for Business Communication - Unit 5, Sec. 2 Business English and Communication - Part 6 Business English in Communications - Section 38 Fundamentals of Selling Chapter 3, B Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

1461
Awareness that the voice can express sincere welcome and eagerness to serve.

OTHER CLUSTER COMPETENCIES:

1460
1462
1463
1464
1465
1466

Suggested Learning Activities

Prepare a tape recording of various "salespeople" greeting a customer--some should express sincere welcome and desire to help, some boredom, some irritation, etc. Play the tape for students, stopping after each greeting for discussion.

Divide students into pairs and let each pair prepare and present a role-playing situation in which a salesperson greets a customer, either conveying a positive or negative feeling. Afterwards, discuss how both types of greetings can affect a business' reputation and profits.

Divide students into small groups and have them think of a word or phrase that can have different meanings depending upon the tone in which it is spoken and think of an example for each meaning. Groups should share their thoughts with the class.

References

IDECC LAP 151

Communication at Work
Chapter 1

Communications in Marketing
Chapter 3

Business English in
Communications - Section 38

Business English and
Communication - Unit 55

Effective English for
Business Communication
Pages 492 - 493

Retail Selling - Chapter 9

Salesmanship Fundamentals
Chapter 6

Fundamentals of Selling
Page 72

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

1462
Awareness that the voice can be used to express conviction and convey confidence.

OTHER CLUSTER COMPETENCIES:

1460
1461
1463
1464
1465
1466

Suggested Learning Activities

Tape several radio or television commercials advertising a product/service. Have students listen to the tape and write a reaction statement to each commercial. Discuss which voices conveyed more conviction and promoted confidence in the product/service and how the others could be improved.

Prepare a short sales presentation. After reading through it, have each student record the presentation on tape. Play the recordings to the class and decide which readings better expressed conviction and promoted confidence in the product/service and why.

Have students observe five salespeople waiting on a customer and determine whether the salespeople used their voices to express conviction and convey confidence in the product/service, how this was done, or how the presentation could be improved.

References

IDECC LAP 150

Communication at Work
Chapter 1

Communications in Marketing
Chapter 3

Business English in
Communications - Section 38

Business English and
Communication - Unit 55

Effective English for
Business Communication
Pages 492 - 493

Retail Selling - Chapter 9

Salesmanship Fundamentals
Chapter 6

Fundamentals of Selling
Page 72

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

1463
Appreciate the value of correct enunciation and pronunciation in speaking.

OTHER CLUSTER COMPETENCIES:

1460
1461
1462
1464
1465
1466

Suggested Learning Activities

Provide a list of "tongue twisters." Have students take turns reading them aloud to help develop their pronunciation and enunciation.

Show the following statements on a transparency:
1) Wuryagoin?
2) Whutimizut?
3) Uh tole um uh din waneny.
4) Widencha gidda ticket forda boxun match?
5) Uh dunno wya din gimme some.

Have students decipher these statements. Discuss how slurring, running words together, or mispronouncing words can prevent sales by distracting the customer, and how such speaking can hurt the image of the salesperson and the business.

References

IDECC LAP 152

Communications in Marketing
Chapter 3

Effective English for
Business Communication
Unit 5, Sec. 2

Business English and
Communication - Unit 55

Business English in
Communications - Section 38

Fundamentals of Selling
Chapter 3, B

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?

1464
Attitude that poor or awkward grammar lowers the image of the business and its personnel.

OTHER CLUSTER COMPETENCIES:

1460
1461
1462
1463
1465
1466

Suggested Learning Activities

Invite the local business manager to speak to the class on how poor or awkward grammar lowers the image of the business and its personnel.

Divide students into small groups and have each group list words and phrases commonly misused and examples of actual experiences they have had where a business image was lowered due to poor grammar usage by salespeople. Then, each group can share its thoughts in a class discussion.

Let pairs of students develop and present a role-playing situation to show the effect of salespeople's poor grammar usage on the image of a business and its personnel.

Provide case studies for students to identify grammar errors and discuss their effects and how to improve the situation.

References

IDECC LAP 145

Fundamentals of Selling
Chapter 3, B

Retail Selling - Chapter 9

Salesmanship Fundamentals
Chapter 6

Communications in Marketing
Chapter 3

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1465 Skill in effective use of speech and vocabulary.	Invite the school speech (or English) teacher to speak to the class on good grammar usage in an effective speech and use of vocabulary. Divide students into small groups and have them list examples of poor grammar usage they are guilty of and have heard others say. Each group should then share its examples with the class and discuss how poor grammar usage can hurt a business' image. Give students a list of sentences or a story containing examples of poor grammar or vocabulary usage and let them check and correct each example. Students should turn in or trade papers for evaluation. Over a period of two weeks, have students record examples of poor grammar and vocabulary usage that they hear salespeople, friends, family, and others make--specifically identifying salesperson errors. Afterwards, discuss how these errors can hurt the image of a business, and how poor grammar and vocabulary can be improved.	IDECC LAP 122 Communications in Marketing Chapter 4 Business English and Communication - Parts 3, 6 Business English in Communications - Unit 4 Fundamentals of Selling Chapter 3, B Selling Principles and Practices - Chapter 5
OTHER CLUSTER COMPETENCIES: 1460 1461 1462 1463 1464 1466		

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE SKILL IN EFFECTIVE VERBAL COMMUNICATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1466 Realize that gestures help convey feelings in spoken communications.	For a period of one week, have students observe and record the different gestures made by friends, teachers, and family when they are communicating. Then, have a class discussion on how gestures help convey feelings in spoken communications.	IDECC LAP 166 Effective English for Business Communication - Unit 13, Sec. 1 Business English and Communication - Unit 54
	Have each student observe five different salespeople waiting on a customer and determine the emotions that they convey through gestures. Students should take notes and share their findings with the class during a discussion on how gestures can affect a sales presentation.	Business English in Communications - Section 41 Communications in Marketing Chapter 3
OTHER CLUSTER COMPETENCIES: 1460 1461 1462 1463 1464 1465	Have each student role-play an emotion, using no verbal communication, only gestures, and let other students guess what emotion he/she is trying to convey.	Communication at Work Chapter 1
	Have each student watch a television program for five-ten minutes without the sound. Students should see if they can follow what is happening on the program by watching the characters' facial expressions and gestures.	

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DEMONSTRATE CORRECT TELEPHONE USAGE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1467 Use the telephone correctly and effectively.	Obtain literature from your local telephone company or a personnel department regarding correct telephone usage. Discuss the material with students.	IDECC LAP 114 Effective English for Business Communication Unit 13, Sec. 2 Business English in Communications - Section 42 Business English and Communication - Unit 57 Retail Selling Chapter 27 Fundamentals of Selling Chapter 12, B Communications in Marketing Chapter 4 Selling Principles and Practices - Chapter 18
	Duplicate and hand out forms commonly used in businesses to record phone messages, take phone orders, etc. Have students pretend they are answering the telephone while you "phone" their business and record the information on the appropriate form. Students should turn in or trade papers for evaluation.	
OTHER CLUSTER COMPETENCIES: 1468	Obtain a teletrainer from your local telephone company (if unavailable, use play phones). Have students take turns practicing their telephone skills--taking messages, transferring calls, using hold button, etc.	

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DEMONSTRATE CORRECT TELEPHONE USAGE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1468 Receive telephone orders, complaints, inquiries, or messages properly.	Using the teletrainer (or play phones), have each student practice making and receiving telephone calls to ask for information, voice a complaint, leave a message, etc. Other students should listen and evaluate. Make up a schedule and have students telephone ten other students (and receive ten calls) to ask for information, voice a complaint, leave a message, etc. When receiving a call, students should record the information and turn in for evaluation. When students make calls, they should plan the call beforehand and write it out as a basis to evaluate the "receiver's" recorded information.	IDECC LAP 115 Retail Selling Chapter 27 Retail Merchandising Chapter 12, C Fundamentals of Selling Chapter 12, B, C Retailing Principles and Practices - Part 45 Salesmanship Fundamentals Chapter 19 Learning Experiences in Retailing - Page 306 Communications in Marketing Chapter 4 General Merchandise Retailing Chapter 3
OTHER CLUSTER COMPETENCIES: 1467		

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL USE AN APPROPRIATE VOCABULARY.

What Does the Competent Marketing Employee Do?

1469
Develop a vocabulary descriptive of the service(s) being sold.

OTHER CLUSTER COMPETENCIES:

1470
1471

Suggested Learning Activities

Have each student list and define at least fifteen terms that are unique to the service business related to his/her career objective. If necessary, students can refer to trade journals and/or people in the field.

Divide students into groups according to the service business they are interested in. Each group should brainstorm a list of terms characteristic of the service(s) offered.

Have each student prepare and give a three minute talk before the class about a service related to his/her career objective. Students should bring out as many specialized terms as possible, and may refer to trade journals or people in the field.

Have students start a vocabulary notebook which lists and defines terms related to the type of service business they are interested in.

References

IDECC LAP 120

Communications in Marketing
Chapter 4

Business English and
Communication - Parts 3, 6

Business English in
Communications - Unit 4

Fundamentals of Selling
Chapter 3

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL USE AN APPROPRIATE VOCABULARY.

What Does the Competent Marketing Employee Do?

1470
Know the situations in which to use a technical language or commonly understood language.

OTHER CLUSTER COMPETENCIES:

1469
1471

Suggested Learning Activities

Discuss with students the type of situations which call for technical language to be used, and those where common language is more appropriate.

Have selected students interview a service businessperson to determine what types of situations he/she encounters that call for technical language and/or common language. Students should share their findings with the class.

Provide students with a list of situations common to a service business. Students should indicate whether technical or common language would best handle the situation and why.

References

IDECC LAP 101

Communications in Marketing
Chapter 4

Business English and
Communication - Parts 3, 6

Business English in
Communications - Unit 4

Fundamentals of Selling
Chapter 3

Selling Principles and
Practices - Chapter 5

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL USE AN APPROPRIATE VOCABULARY.

What Does the Competent Marketing Employee Do?

1471
Realize that different people will interpret words or phrases differently, so care must be taken to avoid misinterpretations.

OTHER CLUSTER COMPETENCIES:

1469
1470

Suggested Learning Activities

In a class discussion, have students list words that could be misinterpreted by customers. Write each on a blackboard or transparency and have students think of another word that better illustrates or explains what they are trying to say, writing it beside the first word.

Have students also list current slang terms and their meanings. Discuss why an older customer or unknowledgable person would have difficulty understanding what was meant by the terms and how this would affect sales.

Record a story on tape. Without taking notes, students should listen to the tape and then write their interpretations of the story on paper. Have the students compare their interpretations and discuss why and how different interpretations can be made by individual listeners.

Provide a list of words or sentences that can have several meanings depending on the listener's interpretation. Discuss how misinterpretations could develop from using such words or phrases in a sales presentation and how to avoid doing so.

References

IDECC LAP 111, 161, 164

Effective English for Business Communication - Units 6, 7

Communication at Work
Unit 1

Communications in Marketing
Chapter 1

Fundamentals of Selling
Chapter 3, B

Working at Human Relations
Chapter 4

Selling Principles and Practices - Chapter 5

Communications

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL PRACTICE DISCRETION WHEN COMMUNICATING.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1472 Know when to keep communications confidential.	Lead a class discussion in which students identify types of communications that should be kept confidential, give examples of what can happen when store employees reveal confidental information to other employees and outsiders, and describe the effects of doing so on the individual's and the business' reputations.	IDECC LAP 102 General Merchandise Retailing - Page 26 Business English in Communications - Page 372
	Provide case studies for students to read and discuss regarding confidential information and whether the information should or should not be disclosed in different situations or to only certain people.	
	Invite a manager or personnel manager of a local business to speak to the class on what kinds of information should be kept confidential, what policies the business employees follow regarding privileged information and the effects of disclosing information that should be kept confidential.	

Communications

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO CORRECTLY AND TACTFULLY INTERPRET BUSINESS POLICIES TO CUSTOMERS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1473 Skill in interpreting business policies to customers.	Lead a class discussion in which you define "business policy" and develop a list of customer policies common to a service business. Students should discuss why such policies are needed to successfully run a business. Provide case problems in which a business policy is stated and a customer situation occurs. Students may respond orally or in writing, explaining how they would handle each situation. Let pairs of students plan and present role-playing situations in which a business employee must explain a policy to the customer. Ask students to obtain a copy of the business policies in use at their training stations to share in a class discussion.	IDECC LAP 117 Communicating at Work Chapter 4 Retail Selling - Chapter 6 Retail Merchandising Chapter 4 Fundamentals of Selling Chapter 7 Retailing Principles and Practices - Part 20 Salesmanship Fundamentals Chapter 22 Selling Principles and Practices - Chapter 22

Communications

Cluster Instructional Objective: IN SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE EFFECTIVE MOTIVATION TECHNIQUES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1474 Know how to communicate with others in order to motivate them to work willingly.	Lead a class discussion in which you define "motivation" and determine the differences between positive and negative motivation and how they influence an employee's attitude and willingness to work. Provide case studies for students to read and discuss which involve situations where positive and negative approaches are used to motivate employees. Students should determine how to change each negative approach to a more effective one. Let pairs of students plan and prepare a role-playing situation in which an approach using positive motivation is demonstrated. Other students should evaluate and discuss each role-play after its presentation.	IDECC LAP 97 Communicating at Work Communications in Marketing Chapters 1, 8 Retail Selling Chapter 8 Human Relations in Business - Chapter 6 General Merchandise Retailing Chapter 3 Fundamentals of Selling Chapter 5

Communications

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DESCRIBE MANAGEMENT'S ROLE IN BUSINESS COMMUNICATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1475 Believe that an important phase of management's responsibility in any organization is communications.	Have students identify persons with whom the manager of a service business of their choice must communicate and discuss why it is important that the communication be effective. Divide students into groups according to their career objective. Groups should prepare a list of adverse outcomes that may occur when the manager of a service business has not developed desirable communications skills. Invite the manager of a local service business to speak to the class about the importance of good communications skills to a manager of a service business.	IDECC LAP 159 Retailing Principles and Practices - Part 56 Communications in Marketing - Chapter 1 Communicating at Work Chapter 3 Business Principles and Management - Chapter 18

Display

Cluster Instructional Objective:

THE STUDENT WILL EXPLAIN THE IMPORTANCE AND PURPOSES OF GOOD DISPLAYS.

What Does the Competent Marketing Employee Do?

1501
Attitude that displays can be used to create prestige, obtain publicity, educate the public, introduce new services or procedures, and build goodwill.

Suggested Learning Activities

Divide students into small groups and have each group prepare a report on one of the following:
How displays can be used to
1) create prestige,
2) obtain publicity,
3) educate the public,
4) introduce new styles,
5) show new uses for goods,
6) build goodwill.
Have each group present their report to the class.

Write on the blackboard or a transparency these headings: create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, build goodwill. In a large group discussion format, have students give their ideas on how displays can be used in each category, writing students' responses under each heading.

Have students visit local service businesses to observe any displays that perform the functions listed in the above activity.

References

IDECC LAP 240

Display and Promotion
Chapters 1, 2

Advertising and Displaying
Merchandise - Section 1

Retailing Principles and
Practices - Part 17

Retail Merchandising
Chapter 14

Fundamentals of Selling
Chapter 14 D, E

The Display Specialist
Chapter 1

Display

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN WHY BUSINESS ADVERTISING AND DISPLAYS SHOULD BE COORDINATED.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1502 Tie together advertising and displays in order to make a greater impact on customers.	Discuss with students why advertisements and displays should be coordinated in order to make a greater impact on customers. Invite a local business representative to speak to the class on how and why advertisements and displays should be coordinated in order to make a greater impact on customers. Give each student a sample advertisement for a service business. Have students plan a coordinating display that will help make a greater impact on customers. Over a period of one month, have student watch for service business displays coordinated with current advertising being done by the businesses.	Display and Promotion Chapters 1, 2 Advertising and Displaying Merchandise - Section 1 Retail Merchandising Chapters 13, 14 Fundamentals of Selling Chapters 13, 14 The Display Specialist Chapter 1

Display

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE HOW DISPLAYS CREATE CUSTOMER INTEREST.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1503 Attitude that displays should be changed often to maintain customer interest.	Have students write a brief essay on the factors they feel that business personnel should consider when determining how often to change displays. Lead a group discussion on the factors that business personnel should consider when determining how often to change displays. Write each factor on a blackboard or transparency as it comes up in the discussion. Have selected students interview the manager of a local service business to determine how he or she decides when to change displays. Students should prepare a brief report for the instructor and present an oral summary to the class.	IDECC LAP 243 Display and Promotion Chapter 2 Advertising and Displaying Merchandise - Sections 6, 7 Retail Merchandising Chapter 14 Salesmanship Fundamentals Chapter 19 Fundamentals of Selling Chapter 14, D

Display

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO PREPARE DISPLAY SIGNS FOR PROMOTION.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1504 Letter and design a simple sign.	Invite the school art teacher to explain and demonstrate how to letter display signs using Gothic, Roman, or other types of lettering. Have students practice lettering sign copy until they feel comfortable drawing the letters. Have each student select a service, plan written copy suitable for a display sign, and letter card stock with the copy. Have students find examples of display signs in the magazine Visual Merchandising. Have them try to reproduce three signs on card stock. If possible, have students participate in lettering signs for use at their training stations or local businesses. Students should first submit a sketch of each sign for approval, then create the final copy.	IDECC LAP 227 General Merchandise Retailing Chapter 12 Advertising and Displaying Merchandise - Section 7 Retailing Principles and Practices - Part 36 The Display Specialist Chapter 6 Modern Display Techniques Chapter 9

Human Relations

Cluster Instructional Objective:

IN SIMULATED SITUATIONS, THE STUDENT WILL RELATE THE IMPORTANCE OF GOOD HUMAN RELATIONS TO EMPLOYEE PRODUCTIVITY.

What Does the Competent Marketing Employee Do?

1551
Know that human relations in a service business consists of an interdependence with fellow employees, supervisors and customers.

OTHER CLUSTER COMPETENCIES:

1552
1572

Suggested Learning Activities

Give a presentation on "Interdependent Relationships," explaining the ways that supervisors, employees, and customers depend on each other.

Divide students into small groups. Have each group prepare a report in which they define interdependence and list the ways that:
1) supervisors depend upon their employees
2) employees depend upon their supervisors
3) employees and supervisors depend upon customers
and 4) customers depend upon employees and supervisors.
Each group should share its findings with the class.

Invite a local business manager to speak to the class on interdependent relationships between supervisors, employees, and customers.

Divide students into three groups. Members of one group should interview supervisors regarding their dependence on employees and customers. The second group should interview bus. employees to find out how these employees depend upon their supervisors and customers; and the third group's members should interview customers to see how they depend upon bus. employees and supervisors. Groups should share their findings in a class discussion.

References

IDECC LAP 276

Practical Human Relations
Section 1

Human Relations in Marketing
Chapter 1

Human Relations in Business
Chapter 1

Working at Human Relations
Unit 1

Retailing Principles and
Practices - Part 21

Selling Principles and
Practices - Chapter 22

Human Relations

Cluster Instructional Objective:

IN SIMULATED SITUATIONS, THE STUDENT WILL RELATE THE IMPORTANCE OF GOOD HUMAN RELATIONS TO EMPLOYEE PRODUCTIVITY.

What Does the Competent Marketing Employee Do?

1552
Attitude that next to job performance, human relations is an employee's greatest responsibility.

OTHER CLUSTER COMPETENCIES:

1551
1572

Suggested Learning Activities

After reading selected references, have students write a brief essay explaining:
1) why it is necessary for employees to develop and maintain good human relations,
and 2) how employees can accomplish this.

Give a presentation on human relations, explaining the "way" and "how" of good human relations and give examples based on experience.

Invite a business representative to speak to the class on the importance of human relations and ways that employees can develop and maintain good human relations.

Provide case studies involving human relations (or lack of) in service business situations for students to read and discuss.

References

IDECC LAP 309

Human Relations in Marketing
Chapter 1

Human Relations in Business
Chapter 1

Working at Human Relations
Unit 1

Retailing Principles and
Practices - Part 21

Selling Principles and
Practices - Chapter 22

Human Relations

Cluster Instructional Objective:

IN SIMULATED SITUATIONS, THE STUDENT WILL RELATE THE IMPORTANCE OF GOOD HUMAN RELATIONS TO EMPLOYEE PRODUCTIVITY.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1572 Know that good human relations helps increase production by stimulating interest and creativeness in employees.	Lead a class discussion in which you describe the relationship between human relations within a business and employee productivity.	IDECC LAP 322 Human Relations in Marketing Chapter 1
	Have students tell of group situations they have experienced in which there were good (poor) human relations, and the effect of the interest, participation, and contributions of the group members.	Human Relations in Business Chapter 1 Working at Human Relations Unit 1
	Provide case studies involving good and poor human relations situations and the effects on employee productivity for students to read and discuss. Students should offer suggestions to improve the examples of poor human relations.	Selling Principles and Practices - Chapter 22
OTHER CLUSTER COMPETENCIES: 1551 1552		

Human Relations

Cluster Instructional Objective: THE STUDENT WILL DEMONSTRATE GOOD GROOMING HABITS ON THE JOB.

What Does the Competent Marketing Employee Do?

1553
Dress appropriately for the job and maintain a well-groomed appearance.

Suggested Learning Activities

Invite a local business representative to speak to the class on what is considered appropriate dress for work in a service business and how an employee can maintain a well-groomed appearance.

Divide students into small groups according to occupational interest. Have members of each group develop a dress code for their type of business, being prepared to back up any requirement they make. Have each group report its dress code to the class.

In the same small groups, have students develop a rating scale or self-analysis checklist for employees in their occupational interest to rate themselves on dress/grooming.

Have students report the dress codes required by their training stations in a class discussion.

Have students develop posters or a bulleting board on proper dress/grooming for work in different types of service businesses.

References

IDECC LAP 263

Retail Selling
Chapter 7

Salesmanship Fundamentals
Chapter 5

Fundamentals of Selling
Chapter 3, A

Selling Principles and
Practices - Chapter 4

Selling Today
Chapter 6

Human Relations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF GOOD HEALTH TO EFFECTIVE JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1554 Maintain good health for effective job performance.	Invite a school nurse, physical education teacher, or health teacher to speak to the class on health/physical fitness and how it relates to effective job performance. Have students brainstorm a list of ways to maintain good physical, mental, and emotional health. Have students write a brief essay describing how good health relates to job performance, and ways to maintain good physical, mental, and emotional health. Provide students with health/physical fitness checklists for self-analysis. In an individual discussion with each student, go over his/her weak points and how they may be improved or corrected.	IDECC LAP 285 Practical Human Relations Chapter 2 Retail Selling Chapter 7 Fundamentals of Selling Chapter 3, A Retailing Principles and Practices - Page 43

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DISPLAY INTERPERSONAL SKILLS.

What Does the Competent Marketing Employee Do?

1555
Know that understanding others and one's self is basic to working harmoniously together.

OTHER CLUSTER COMPETENCIES:

1556
1557
1558

Suggested Learning Activities

Have students read "Self-Understanding," Chapter 2 in Human Relations in Business and "Keys to Understanding Yourself," Chapter 2 in Working at Human Relations, summarizing the main points in writing.

Have students write two paragraphs on "What there is about me that makes other people 1) like 2) dislike me." Have students think about what they write and how they could improve themselves.

Have students identify three fellow employees or students--one that they like, one they dislike, and one they have no strong feelings about either way. Beside the first two names, have students list the reasons or points why they like or dislike the persons named. Beside the third person's name, have students determine what factors or traits that person needs in order for them to like that person. (This is a self-learning experience. Students' responses are to be kept confidential.)

References

IDECC LAP 313

Practical Human Relations
Section 1

Working at Human Relations
Chapter 2

Human Relations in Business
Chapter 2

Human Relations in Marketing
Chapters 1 and 5

Supervision: Principles of Professional Management
Chapter 2

What Every Supervisor Should Know - Chapters 2 and 3

Selling Today
Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DISPLAY INTERPERSONAL SKILLS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1556 Develop and maintain harmonious relationships with other employees.	Divide students into small groups. Have each group develop a list of characteristics that could be used as a rating scale to judge skill in developing and maintaining harmonious relationships with others. Each group should share its ideas with the class.	IDECC LAP 281 Practical Human Relations Section 1 Human Relations in Business Chapter 3 Human Relations in Marketing Chapter 5 Retailing Principles and Practices - Part 21 Communications in Marketing Chapter 4
	Provide rating sheets of characteristics needed to develop and maintain harmonious relationships with others. Have each student rate him/herself as honestly as possible, then discuss with each student individually how he/she can change or improve weak points.	
OTHER CLUSTER COMPETENCIES: 1555 1557 1558	Lecture and/or discuss with students why it is important for business employees to be able to develop and maintain harmonious relationships, citing examples of what would happen to an organization who has employees without this ability.	

Human Relations

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DISPLAY INTERPERSONAL SKILLS.

What Does the Competent Marketing Employee Do?

1557
Develop and maintain a pleasant working environment.

OTHER CLUSTER COMPETENCIES:

1555
1556
1558

Suggested Learning Activities

Give a presentation or invite a local personnel manager to speak to the class on "Components of a Pleasant Working Environment." Students should note the major points presented for later discussion.

In a class discussion, have students identify the components of a pleasant working environment. As a component is named, write it on a blackboard or transparency and discuss how each contributes to a pleasant working environment.

In a class discussion, have students tell of unpleasant working situations they have experienced or observed and discuss how each situation could have been avoided or corrected. Provide case studies of this nature for further discussion.

References

IDECC LAP 266

Practical Human Relations
Section 3

Human Relations in Business
Chapters 3 and 4

Human Relations in Marketing
Chapter 5

Retailing Principles and
Practices - Part 21

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DISPLAY INTERPERSONAL SKILLS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1558 Know how to build sound working relationships in "forced" associations. OTHER CLUSTER COMPETENCIES: 1555 1556 1557	Give a presentation or lead a class discussion on the meaning of "sound working relationships" and ways to build sound working relationships with others. Given a list of situations that illustrate relationships, have students identify which relationships are sound and which are unsound. Discuss how the unsound relationships could be improved. Provide case problems dealing with forced associations. Have students prepare a written solution or alternative for each problem. After evaluating their responses, discuss the problems and possible solutions/alternatives in class. Have students cite personal examples of forced associations at work or school, how the relationship progressed, and what was done or could have been done to improve the relationship.	IDECC LAP 269 Working at Human Relations Chapters 12, 13 Human Relations in Marketing Chapter 5 Communications in Marketing Chapter 3 Business Principles and Management - Chapter 20

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

1559
Develop personality traits needed for successful job performance.

OTHER CLUSTER COMPETENCIES:

1560
1561
1562
1563
1564
1565

Suggested Learning Activities

Divide students into small groups and have each group define "personality" and list at least ten personality traits necessary for effective job performance. Discuss each group's ideas.

Provide personality trait rating sheets and have each student rate his/her personality. In private discussions, help students identify weak points and how to improve or correct them.

Have each student plan a self-development program to improve one or more weak points identified by their personality trait rating sheet. The plan should cover a substantial period of time, such as a semester or grading period. Evaluate each student's efforts and level of improvement.

References

IDECC LAP 286

Human Relations in Marketing
Chapter 2

Retail Selling
Chapter 8

Salesmanship Fundamentals
Chapter 5

Retailing Principles and
Practices - Part 21

Retail Merchandising
Chapter 11, B

Fundamentals of Selling
Chapter 3, C

Selling Principles and
Practices - Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1560 Show an interest in others.	Have students brainstorm a list of ways to show an interest in others. Then, discuss why it is important to show an interest in others - whether at home, school, or on the job. Given a list of situations, have students prepare written responses listing at least two ways that they could show an interest in the other person of each situation. Have students record for one week specific instances where they showed a special interest in another person or another showing special interest in them, and the feeling created by this show of interest. (Students can also record instances where special interest could have been shown but WASN'T, and the results.)	IDECC LAP 268 Working at Human Relations Chapter 3 Human Relations in Business Chapter 3 Human Relations in Marketing Chapter 2 Selling Principles and Practices - Chapter 4
OTHER CLUSTER COMPETENCIES: 1559 1561 1562 1563 1564 1565		

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1561 Accept criticism and turn it into a character-building element.	Give a presentation on how to accept and use criticism to build character. Have students cite examples of times they were criticized and how they reacted to the criticism.	IDECC LAP 295 Retailing Principles and Practices - Part 39
	Have students write a brief paper in which they explain the three steps necessary for accepting criticism and turning it into a helpful tool for building character.	
	Provide students with a list of examples in which supervisors are criticizing employees. Have students either write replies to the criticisms or discuss each situation in class.	
OTHER CLUSTER COMPETENCIES: 1559 1560 1562 1563 1564 1565	Have students cite examples of when they were the sender or receiver of criticism or witnessed others receiving or giving criticism. List on a blackboard or transparency the methods cited of giving AND receiving criticism, and discuss any means of improving these methods.	

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

1562
Accept and adjust to change.

OTHER CLUSTER COMPETENCIES:

1559
1560
1561
1563
1564
1565

Suggested Learning Activities

Lead a class discussion about the various changes--physical, mental, and emotional--that a person goes through in his/her lifetime, leading into the types of changes a person may expect to encounter on the job.

Provide students with handouts listing these questions:
"Thinking back over the past five years of your life-- 1) What major changes have occurred?
2) How did you react to these changes?
3) Why did you react as you did?
4) Did you accept or reject these changes when they occurred?"
Students can either write their answers or just think about them.

Explain how to adjust to change using these six steps: 1) Recognize the change
2) Understand why the change is necessary
3) Develop willingness to accept the change
4) Accept the change
5) Adjust to the change
6) Anticipate future changes.
Have students recall and give instances where they were subjected to changes at work and how they adjusted to them.

Have students write a brief essay entitled "Why an employee must be willing to accept and adjust to change."

References

IDECC LAP 301
IDECC LAP 316

Practical Human Relations
Chapter 16

Human Relations in Marketing
Chapter 3

Fundamentals of Selling
Page 83

Human Relations in Business
Chapter 1

Management-Minded Supervision
Chapter 4

Supervision: Principles of Professional Management
Chapter 18

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

1563
Realize that a positive attitude is usually reflected in one's work.

OTHER CLUSTER COMPETENCIES:

1559
1560
1561
1562
1564
1565

Suggested Learning Activities

Give students a list of typical employee comments about work, and have them identify those that indicate positive attitudes. Discuss each "negative" comment and why it is important to maintain a positive attitude toward work.

Have students make two columns on a sheet of paper. In one column, they should list ten things they LIKE to do. In the second column, they should list ten things they HATE to do, and determine WHY they dislike doing these things. Then, discuss the relationship between liking or having a positive attitude toward something and doing it well.

Have students brainstorm a list of positive qualities desirable in employees. Then, have them record observations of salespeople and other business employees over a period of two weeks to determine if a positive (or negative) attitude is reflected by their work.

References

IDECC LAP 274

General Merchandise Retailing
Chapter 4

Human Relations in Marketing
Chapter 3

Human Relations in Business
Chapter 2

What Every Supervisor Should
Know - Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?

1564
Be willing to accept and put into practice the planned policies and procedures of management.

OTHER CLUSTER COMPETENCIES:

1559
1560
1561
1562
1563
1565

Suggested Learning Activities

Have students identify ten policies that are common personnel policies in most service businesses. On paper, have them explain each policy and how it benefits the business, employees, and/or customers.

Divide students into small groups and have members of each group pretend they are writing a policy manual for their business. Each group should elect a "recorder" and "owner." The recorder will write each policy and explanation the group determines necessary, and the owner will make a presentation to other students, pretending they are business employees. Other group members should be prepared to defend any policy questioned by business "employees."

Have students write a brief essay on the importance of written policies and procedures and why employees should accept and comply with the policies and procedures set forth by management.

References

IDECC LAP 308
IDECC LAP 325

Retail Selling
Chapter 6

Retailing Principles and
Practices - Part 4

Fundamentals of Selling
Chapter 7, A

Human Relations in Business
Chapter 3

Human Relations in Marketing
Chapters 6 and 7

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DISPLAY PERSONALITY TRAITS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1565 Represent the business favorably to customers and outside business associates.	Discuss with students what information and attitudes employees must possess in order to favorably represent their business to others. (Include knowledge of the business' history; philosophies of the business; goals of the business; knowledge of specific employee responsibilities and proper procedures; possessing a positive attitude; and skill in human relations, communications, and good grooming.)	IDECC LAP 287 Human Relations in Marketing Chapter 4 Retail Selling Chapter 8 Salesmanship Fundamentals Chapter 22 Selling Principles and Practices - Chapter 22
	Provide case studies where employees represent their business either favorably or unfavorably. Discuss each situation with students, and what could be done to improve unfavorable representation and how this hurts sales, human relations, and the image of the business and its employees.	
OTHER CLUSTER COMPETENCIES: 1559 1560 1561 1562 1563 1564		

Human Relations

Cluster Instructional Objective: GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO HANDLE PROBLEM SITUATIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1566 Maintain an objective point of view in problem situations. OTHER CLUSTER COMPETENCIES: 1567	Discuss with students WHAT is meant by an objective point of view, WHY it is important to maintain an objective point of view, and WAYS to maintain an objective point of view. Divide students into pairs and have each pair plan and present a role-playing situation, showing the effects of maintaining (or NOT maintaining) an objective point of view in problem situations. Discuss each situation and how it was handled (or SHOULD have been handled). Provide case studies dealing with problem situations and the effects of maintaining (or NOT maintaining) an objective point of view toward human relations, sales, and the image of the employee and the business.	IDECC LAP 284 Working at Human Relations Chapters 7, 14 Communications in Marketing Chapter 2 Human Relations in Marketing Chapter 5 Human Relations in Business Chapter 6

Human Relations

Cluster Instructional Objective:

GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO HANDLE PROBLEM SITUATIONS.

What Does the Competent Marketing Employee Do?

1567
Exercise self-control during trying situations.

OTHER CLUSTER COMPETENCIES:

1566

Suggested Learning Activities

Have students write their answers on paper as you read the following questions:

1) WHEN was the last time you lost self-control?
2) WHAT did you do or say?
3) WHY did you lose control?
4) What were the EFFECTS of your actions?
5) HOW could you have maintained self-control in this situation?

Discuss the meaning of self-control, and have students brainstorm a list of constructive ways to exercise self-control in trying situations.

Let students take turns playing a customer or business employee in role-playing situations. Plan events for each customer designed to make the employee lose control. Unaware of what will happen, the employee must handle the situation effectively, without losing his/her self-control.

Provide case studies involving situations in which business employees must exercise self-control in trying situations. Discuss each case study. Then, ask students to cite instances where they have witnessed experienced salespeople or other business employees exercising self-control to handle difficult situations.

References

IDECC LAP 294

Working at Human Relations
Chapter 5

Human Relations in Marketing
Chapter 2

Human Relations in Business
Chapter 3

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE INITIATIVE AND CREATIVITY ON THE JOB.

What Does the Competent Marketing Employee Do?

1568
Demonstrate initiative and creativity.

OTHER CLUSTER COMPETENCIES:

1569

Suggested Learning Activities

Have students write a definition of "creativity" (in their own words) on a sheet of paper. Below this definition, have them write the dictionary definition of "creativity." On the reverse side, have them list the ways that they do or could show creativity in their current jobs (or a job related to their career objective).

Lecture and discuss with students the five phases of the creative process:

1) A recognized need or problem
2) Knowledge
3) Creative thought
4) Action
5) Problem solution or need satisfier.

Lead a class discussion on how initiative and creativity are instrumental in job success and promotion. Provide case problems where initiative should be shown for students to prepare written solutions or suggested actions.

References

IDECC LAP 296

Human Relations in Business
Chapter 4

Human Relations in Marketing
Chapter 3

Fundamentals of Selling
Chapter 3, C

Retail Merchandising
Chapter 19, E

Selling Principles and Practices - Chapter 4

Selling
Chapter 13

Supervision: Principles of Professional Management
Chapter 4

Human Relations

Cluster Instructional Objective:

IN BUSINESS SITUATIONS, THE STUDENT WILL DEMONSTRATE INITIATIVE AND CREATIVITY ON THE JOB.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1569 Be willing to perform tasks in addition to one's job responsibilities when situation necessitates. OTHER CLUSTER COMPETENCIES: 1568	Discuss with students why it is sometimes necessary to perform additional tasks or assume another person's responsibilities on the job. Ask students to cite personal examples of instances where they have done so. Have students participate in role-playing situations in which they must demonstrate initiative and/or the willingness to perform extra duties when necessary. Given a list of situations that could occur on the job, have students prepare written responses as to how the employee could demonstrate initiative in each situation.	IDECC LAP 317 Human Relations in Business Chapter 4 Human Relations in Marketing Chapter 3 Retail Selling Page 99 Retailing Principles and Practices - Part 21 Fundamentals of Selling Chapter 3, C Retail Merchandising Chapter 19, E

Human Relations

Cluster Instructional Objective:

GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY HANDLE DIFFERENT TYPES OF CUSTOMERS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1570 Know the ways to effectively handle difficult customers.	Give a presentation on the types of behavior or attitudes "difficult" customers often demonstrate, and effective ways to handle these customers.	IDECC LAP 280 Working at Human Relations Chapters 5, 6, 7
	Invite the personnel manager or customer service manager of a local store to speak to the class on how their employees are trained to handle difficult customers.	Human Relations in Business Chapter 5 Fundamentals of Selling Chapter 9, E
	Have students cite examples of how they have handled difficult customers at work and/or have witnessed experienced salespeople handling difficult customers.	Retail Selling Chapter 23 Selling Principles and Practices - Chapter 4
OTHER CLUSTER COMPETENCIES: 1571	Divide students into pairs and have each pair plan and present a role-playing situation in which a salesperson must deal with a difficult customer. Discuss each situation and how it was handled.	Selling Today Chapter 15 Principles of Creative Selling - Chapter 16 Selling Chapter 11

Human Relations

Cluster Instructional Objective:

GIVEN VARIOUS BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY HANDLE DIFFERENT TYPES OF CUSTOMERS.

What Does the Competent Marketing Employee Do?

1571
Adapt to the personality and needs of customers.

OTHER CLUSTER COMPETENCIES:

1570

Suggested Learning Activities

Invite an experienced salesperson to speak to the class on how to interpret and successfully adapt to the personalities and needs of customers.

Have each student participate in a role-playing situation in which the student acts as a salesperson and you act as either
1) an indecisive customer
2) an agressive, know-it-all customer
3) a customer in a terrible hurry

or other customer types. Have the other students evaluate the "salesperson's" ability to adapt to the personality and needs of each customer type.

Develop (with students) a rating sheet to judge a salesperson's selling effectiveness, including the ability to adapt to the personality and needs of customers. Have students complete a sheet after each purchase they make over the next two weeks. Discuss the results and how salespeople could improve their effectiveness, if needed.

References

IDECC LAP 288

Marketing and Distribution
Chapters 7, 8

Retail Merchandising
Chapter 11

Fundamentals of Selling
Chapter 4

Retail Selling
Chapters 18, 19, 20, 21

Salesmanship Fundamentals
Chapters 10, 12 - 16

Retailing Principles and
Practices - Units 3, 8

Selling Today
Section 4

Marketing/Economics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO IDENTIFY SIX INTANGIBLE FACTORS AND DESCRIBE HOW THEY MAY INFLUENCE BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1601 Know the intangibles of business, such as human relations factors and innovations, which may influence business.	Invite a business representative to speak to the class on the impact of intangible factors on business. Students should have questions prepared to ask the speaker. Provide case studies involving business intangibles and their impact on business success for students to read and discuss. Have selected students interview a business manager regarding intangible factors and how they affect business success, preparing specific questions in advance. Students should share their findings in a class discussion.	IDECC LAP 674 Marketing in Action Chapter 3 Modern Business Part 5 Business Principles and Management - Chapters 2, 3

Marketing/Economics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE ORGANIZATION OF A BUSINESS, INCLUDING THE FUNCTIONS OF EACH LEVEL OF MANAGEMENT.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1602 Understand the organization of a business and the functions of management.	Obtain sample organizational charts of large businesses. Have students study them to note the business organization, chain of command--who reports to whom, etc. Lead a class discussion regarding the functions of management. Students can report the functions of management positions at their training stations. Also, discuss the chain of command and why it is important for employees to follow. Have students read the material in one or more of the resources and outline the functions of management. Have students prepare an organizational chart of their training station and write a brief paper explaining how the organization works for the business and the functions of each management position.	Supervision: The Direction of People at Work Chapter 2 Elements of Business Chapter 4 Business Principles and Management - Chapters 24, 25 Modern Business - Chapter 4 Principles of Modern Management - Chapter 1

Marketing/Economics

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO EXPLAIN WHY A BUSINESSPERSON SHOULD KEEP INFORMED OF COMPETITIVE CONDITIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1603 Keep informed of competitive conditions in the market area which the business serves.	Conduct a discussion on why service business employees should keep informed of competitive conditions in the market area and how they should use the information gained to aid the business. Have students prepare a list of ways that a business employee can use to keep informed of competitive conditions in the market area--such as comparison shopping, reading advertising, etc. Have students pretend that they are the manager of a local service business of their choice. A staff meeting has been scheduled. At this meeting, the manager will spend three minutes stressing the need for employees to keep informed of competitive conditions. Have students write out their "speeches" and select a few to present their speech to the class.	IDECC LAP 438 Retail Merchandising Chapter 6, A Retailing Principles and Practices - Part 68 Salesmanship Fundamentals Chapter 18 Selling Today Chapter 7

Marketing/Economics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE HOW LAWS, REGULATIONS, AND GOVERNMENT AGENCIES CAN AFFECT A BUSINESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1604 Demonstrate an understanding of the effects of laws, regulations, and government agencies on business organizations.	Divide students into small groups. From the standpoint of their observations or readings, have students brainstorm a list of implications that laws, regulations, and government agencies have on businesses. Then, have groups share their ideas in a class discussion. Invite a business representative and/or government agency representative to speak to the class on how laws and regulations affect a business. Schedule and show a film about business laws and regulations and their implications on business operations.	IDECC LAP 717 Modern Business Chapters 2, 21 Business Principles and Management - Chapter 4 Elements of Business Chapters 2, 18

Management

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL EFFECTIVELY PLAN AND ORGANIZE WORK.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1651 Skill in planning and organizing work.	Invite a local business manager or supervisor to speak to the class on principles to follow when planning and organizing work for a business. Conduct a class discussion on the principles to follow when planning and organizing work. Write points on a blackboard or transparency as they come up in the discussion. Give students examples of business situations and have them organize the work and schedule employees accordingly. A written report should be turned in for evaluation and discussion.	IDECC LAP 723 Fundamentals of Selling Chapter 11, B Retail Merchandising Chapter 18, E Learning Experiences in Retailing - Chapter 5 Salesmanship Fundamentals Chapter 20 Management-Minded Supervision Chapter 11 Business Principles and Management - Chapter 24
OTHER CLUSTER COMPETENCIES: 1652		

Management

Cluster Instructional Objective: IN BUSINESS SITUATIONS, THE STUDENT WILL EFFECTIVELY PLAN AND ORGANIZE WORK.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1652 Ability to determine in various situations the most efficient way to get the job accomplished.	Invite a local business manager or supervisor to speak to the class on the topic "Techniques for Maximizing Employee Efficiency." Students should take notes for further class discussion.	IDECC LAP 695 Fundamentals of Selling Chapter 11, B
	Provide case problems regarding conflicts or situations which may occur in business settings. Students should make written recommendations for improving job efficiency or resolving the conflict presented in the problem. The instructor should evaluate papers, then conducct a class discussion about the various solutions proposed for the case problems.	Retail Merchandising Chapter 18, E Learning Experiences in Retailing - Chapter 5 Salesmanship Fundamentals Chapter 20 Management-Minded Supervision Chapters 11, 14
OTHER CLUSTER COMPETENCIES: 1651	Have students conduct a mini-time-and-motion study. Students should log activities both on and off the job for three days to determine if time and effort are being wasted, and how to improve performance.	

Management

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DESCRIBE THE ROLE OF CUSTOMER SERVICES IN A BUSINESS OPERATION.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1653 Know that special customer services and accomodations build customer goodwill and help increase sales.	After reading selected references, have students identify ten customer services, indicate whether each is a goodwill supporting service or increased sales supporting service, and why.	IDECC LAP 754 Retail Selling Chapter 30 Retail Merchandising Chapters 5, 6
	Divide students into small groups. Each group should visit five local businesses to identify the services offered by each business and whether each is a goodwill supporting service or increased sales supporting service, sharing its findings with the class.	Fundamentals of Selling Chapter 7, D Marketing and Distribution Unit 10
	Have each student interview five shoppers to determine the extent that customer services influence their shopping habits and businesses' images.	Customer Services Selling Today Chapter 17
OTHER CLUSTER COMPETENCIES: 1654		

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE ROLE OF CUSTOMER SERVICES IN A BUSINESS OPERATION.

What Does the Competent Marketing Employee Do?

1654
Evaluate established methods and incorporate new ideas to improve customer service.

OTHER CLUSTER COMPETENCIES:

1653

Suggested Learning Activities

Lead a class discussion in which you discuss points that should be considered when evaluating a customer service, writing each point on a blackboard or transparency as it comes up in the discussion. Students should list these points and use them to evaluate a service at their training stations or local businesses.

Have students identify a distributive type of business, then develop a list of factors to consider when evaluating a customer service. Using the forms they develop, students should apply them to a specific customer service offered by their training stations or local businesses for evaluation.

Provide students with a handout of these questions:
1) What is the service in question?
2) On what terms is the service available?
3) How much does the service cost?
4) Who uses the service?
5) What purpose does it serve?

Arrange for students to interview a local business manager to answer the questions about a particular service his/her business provides.

References

IDECC LAP 787

Selling Today
Chapter 17

Fundamentals of Selling
Chapter 7, D

Retail Selling
Chapter 30

Retail Merchandising
Chapters 5, 6

Marketing and Distribution
Unit 10

Customer Services

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DISCUSS THE IMPORTANCE OF POLICY-MAKING TO BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?

1655
Attitude that management, supervisors, and employees require a framework of policies and procedures within which to operate.

OTHER CLUSTER COMPETENCIES:

1656
1657

Suggested Learning Activities

Secure copies of policy manuals from several local businesses. Have students study the manuals and participate in a class discussion on why written policies and procedures are important in a business organization.

Invite a local business manager to speak to the class on policy-making, establishing rules and procedures of operation, and the importance of having such a framework within which to operate.

Have each student identify ten activities necessary to operate his/her training station or a local business. For each activity, students should formulate a policy which the business should use in carrying out the activity. Papers should be evaluated and returned for a class discussion.

References

IDECC LAP 749

Retail Selling
Chapter 6

Retailing Principles and
Practices - Part 20

Salesmanship Fundamentals
Chapter 22

Learning Experiences in
Retailing - Chapter 5

What Every Supervisor Should
Know - Chapter 9

Business Principles and
Management - Chapter 24

Supervision: Principles of
Professional Management
Chapter 8

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DISCUSS THE IMPORTANCE OF POLICY-MAKING TO BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?

1656
Awareness that a personnel organization enables the policies of a business to be carried out and enables each person employed to make a contribution to its successful operation.

OTHER CLUSTER COMPETENCIES:

1655
1657

Suggested Learning Activities

Lecture to the students on the importance of personnel organization in a large firm, and how the organization enables policies to be carried out and how each employee contributes to the successful operation of the business.

Obtain sample organizational charts of local businesses. Have students study them to see the chain of command, delegation of duties, etc.

Have the students write a brief essay on the purpose and importance of personnel organization to a business.

References

IDECC LAP 758

Practical Human Relations
Section 3

Retailing Principles and Practices - Part 20

Salesmanship Fundamentals
Chapter 22

Learning Experiences in Retailing - Chapter 5

Business Principles and Management - Chapter 24

What Every Supervisor Should Know - Chapter 9

Supervision: Principles of Professional Management
Chapter 8

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DISCUSS THE IMPORTANCE OF POLICY-MAKING TO BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1657 Believe that there should be a constant and intelligent effort on the part of management to be absolutely fair in all policies and practices.	Discuss with students policies used by business management dealing with employee fairness, such as employment policies, promotion policies, layoff or dismissal policies, employee evaluation policies, delegation of duties and/or authority, and policies regarding personal leave, fringe benefits, etc. Invite a local business manager to speak to the class on the topic "Why Employer Fairness is Important to the Total Operation of a Business." Divide students into small groups and have each group develop an "employee fairness questionnaire" that lists questions a manager might ask business employees to determine job satisfaction.	IDECC LAP 743 Practical Human Relations Sections 4, 5 Supervision: The Direction of People at Work - Part 3 Management-Minded Supervision Part 2 Supervision: Principles of Professional Management Part 3 What Every Supervisor Should Know - Parts 2, 3
OTHER CLUSTER COMPETENCIES: 1655 1656		

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF PROPER ORIENTATION AND TRAINING OF BUSINESS EMPLOYEES.

What Does the Competent Marketing Employee Do?

1658
Make job orientation for new employees friendly, skillful, and adequate.

OTHER CLUSTER COMPETENCIES:

1659

Suggested Learning Activities

Obtain and show a film regarding the orientation and training of employees. Afterward, students should discuss how the film applies to training employees in their particular business interests.

Divide students into small groups and have each group brainstorm a list of recommendations for a job orientation and training program for business employees that will assure friendly, skillful, and adequate training. Afterwards, groups should share their ideas in a class discussion.

Have each student choose an entry position in a particular type of business and develop a step-by-step plan of orientation for a new employee. Then, students should describe later training the employee might need and how the training should be given. (This project should last over a 2-3 week period to give students time to research their work.)

References

IDECC LAP 691

Supervision: The Direction of People at Work - Chapter 17

What Every Supervisor Should Know - Chapter 14

Management-Minded Supervision Chapter 8

Supervision: Principles of Professional Management Chapter 11

Business Principles and Management - Chapter 21

Supervision: Concepts and Practices of Management Chapter 13

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF PROPER ORIENTATION AND TRAINING OF BUSINESS EMPLOYEES.

What Does the Competent Marketing Employee Do?

1659
Attitude that employees must be continuously informed of new services, processes, or trends through individual or group training.

OTHER CLUSTER COMPETENCIES:

1658
1660

Suggested Learning Activities

After reading selected references, have students write a brief essay on the importance of keeping informed of business developments, identifying at least ten sources from which a business employee could obtain continuous information about new services, processes, or trends.

Have students interview three to five business employees to determine how they keep informed of new services, processes, and trends, and how they use this knowledge in serving the business and its customers. Students should prepare a report to share with the class.

Assign each student a different service or process on which to secure all available information. Students should prepare a report about the service or process and their sources of information.

References

IDECC LAP 746

Salesmanship Fundamentals
Chapter 9

Fundamentals of Selling
Chapter 6

Retail Selling
Chapter 17

Learning Experiences in Retailing - Chapters 9, 10

Management-Minded Supervision
Chapter 8

Supervision: The Direction of People at Work - Chapter 18

Supervisory Management
Chapter 11

Supervision: Concepts and Practices of Management
Chapter 13

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF PROPER ORIENTATION AND TRAINING OF BUSINESS EMPLOYEES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1660 Attitude that in order to be prepared for future management responsibilities, trainees must be willing to work and train in various capacities within the firm. OTHER CLUSTER COMPETENCIES: 1658 1659	Invite a guest speaker from a national business chain to speak to the class on the chain's management trainee programs--the qualifications one needs to enter the program and the steps one follows through the course of the program. Invite a guest speaker from a small independent business to speak to the class on how informal management training is conducted at his/her business. Have the students find out about the advancement procedures and management training at their training stations, and share their findings with the class.	IDECC LAP 789 Retailing Management Chapter 17 Retail Business Management Chapter 9 Business Principles and Management - Chapter 20 Small Business Management Chapter 15 Learning Experiences in Retailing - Chapter 6

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF SATISFACTORY WORKING CONDITIONS FOR EMPLOYEES.

What Does the Competent Marketing Employee Do?

1661
Attitude that conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.

OTHER CLUSTER COMPETENCIES:

1662
1663

Suggested Learning Activities

Lead a class discussion on how work provides a satisfying social experience for student employees, males and females, minority and majority groups, and various financial classes.

Have students write a brief essay on the topic "The advantages of work over unemployment."

Have students interview five business employees to determine why they work and what factors serve to motivate them in their work.

Divide students into small groups and let each group develop a "Job Satisfaction Questionnaire" that managers might use to determine if business employees are happy with their jobs.

References

IDECC LAP 744

Practical Human Relations
Section 4

Business Principles and
Management - Chapter 20

Small Business Management
Chapter 15

Principles of Small Business
Management - Chapter 20

Retailing Principles and
Practices - Part 38

Supervision: The Direction
of People at Work - Chapter 12

Management-Minded Supervision
Part 2

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF SATISFACTORY WORKING CONDITIONS FOR EMPLOYEES.

What Does the Competent Marketing Employee Do?

1662
Attitude that each employee should be made to feel his/her efforts are really appreciated.

OTHER CLUSTER COMPETENCIES:

1661
1663

Suggested Learning Activities

Provide a handout listing ways an employer can motivate employees and show appreciation for their efforts. Have students devise examples of ways each item listed can be carried out, preparing a report to share in a class discussion.

Provide case studies regarding employee morale and motivation for students to read and discuss.

Divide students into small groups and let each group prepare a role-playing situation regarding employee morale and motivation to present to the class.

References

IDECC LAP 740

Business Principles and Management - Chapter 20

Small Business Management Chapter 15

Principles of Small Business Management - Chapter 20

Retailing Principles and Practices - Part 38

Management-Minded Supervision Chapters 6, 7

Supervision: The Direction of People at Work - Part 2

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF SATISFACTORY WORKING CONDITIONS FOR EMPLOYEES.

What Does the Competent Marketing Employee Do?

1663
Believe that careful scheduling and organization of workloads can help maintain high employee morale and job performance.

OTHER CLUSTER COMPETENCIES:

1661
1662

Suggested Learning Activities

Discuss with students how careful scheduling and handling of employee workloads can help stimulate employee morale and increase job performance. Include such topics as 24-hour workdays, rotation of shifts, fairness in scheduling employees, overtime, scheduling vacations, etc.

Have students compare the various employee scheduling and workload assignment methods used by their training stations. Students should cite examples of problems that can result from unfair policies or poor planning.

References

IDECC LAP 782

What Every Supervisor Should Know - Chapter 26

Supervision: Principles of Professional Management
Chapter 10

Principles of Modern Management - Chapter 9

Practical Human Relations
Chapter 12

Supervisory Management
Chapter 7

Supervision: Concepts and Practices of Management
Chapter 8

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE A PROPER PROCEDURE FOR EVALUATING EMPLOYEES.

What Does the Competent Marketing Employee Do?

1664
Know the business' procedures for evaluating employees.

OTHER CLUSTER COMPETENCIES:

1665

Suggested Learning Activities

Obtain and show a management film dealing with employee appraisal. A discussion of the points presented by the film should follow.

Invite a business representative experienced in the area of employee appraisal to speak to the class and

1) recommend the employee qualities to be evaluated,
2) recommend the type of evaluation form to be used,
3) recommend the procedures to be followed in making the evaluation,
4) recommend how the completed evaluation should be used.

Divide students into small groups and have each group plan a step-by-step employee evaluation process, including the design of an employee evaluation form. A spokesperson should be elected from each group to present the form to the class and explain how it should be used, along with other steps in the group's evaluation process.

References

IDECC LAP 610

What Every Supervisor Should Know - Chapters 11, 12

Supervision: The Direction of People at Work - Chapter 13

Practical Human Relations
Chapter 14

Supervision: Principles of Professional Management
Chapter 11

Principles of Modern Management
Chapter 10

Business Principles and Management - Chapter 21

Supervisory Management
Chapter 12

Supervision: Concepts and Practices of Management
Chapter 14

Management

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE A PROPER PROCEDURE FOR EVALUATING EMPLOYEES.

What Does the Competent Marketing Employee Do?

1665
Tactfully identify employee mistakes and help correct them constructively.

OTHER CLUSTER COMPETENCIES:

1664

Suggested Learning Activities

Provide case studies regarding employee problems. Students should either explain how they would handle the problem and correct it on paper or offer their suggestions orally in a class discussion.

Invite a business representative experienced in the area of employee appraisal to speak to the class on the topic "Recognizing Employee Mistakes and Correcting Them Constructively."

References

IDECC LAP 729

What Every Supervisor Should Know - Chapters 11, 12

Supervision: The Direction of People at Work
Chapters 13, 14

Management-Minded Supervision
Chapter 9

Supervision: Principles of Professional Management
Chapter 11

Supervisory Management
Chapters 12, 13

Supervision: Concepts and Practices of Management
Chapter 14

Management

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF A SUPERVISOR SETTING A PROPER EXAMPLE FOR EMPLOYEES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1666 Believe that a supervisor should set an example of personal work habits and character which employees can emulate.	Lead a class discussion in which students tell what characteristics and work habits they would expect their supervisors to possess and that they would want to emulate as employees. Divide students into small groups and have each group brainstorm a list of good work habits and a list of desirable character traits that a supervisor should possess in order to set a good example for his/her employees. Groups should then share their ideas.	IDECC LAP 318 Supervision: Principles of Professional Management Chapter 1 Supervision: The Direction of People at Work - Chapter 4 Practical Human Relations Chapter 7 Supervisory Management Chapters 1, 14 Supervision: Concepts and Practices of Management Chapter 1

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO ACCURATELY ADD COLUMNS OF FIGURES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1701 Add columns of figures with facility.	Give students a marketing math pre-test to determine if students have any special problems with column addition. If necessary, give them problems in column addition, including dollar figures representing sample sales. Give students problems in which they must add horizontally, adding the numbers in their heads and only writing the totals. Give students grocery adding machine tapes to add manually. Continue with adding problem practice as necessary.	IDECC LAP 358 Marketing Math Learning Activities 1 - 7 Mathematics in Marketing Chapter 1 Business Math/30 Skill Builders 2a, 2b, 3b Basic Business Mathematics Unit 1

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO ACCURATELY MULTIPLY AND EXTEND FIGURES.

What Does the Competent Marketing Employee Do?

1702
Multiply and extend figures with facility.

Suggested Learning Activities

Give students a marketing math pre-test to determine if students have any special problems with multiplication. If necessary, give students sheets of multiplication problems to work, including decimals.

Provide partially completed paycheck stubs. Have students compute wages and deductions, then verify with net pay figure given.

Continue with multiplication problem practice as necessary.

References

IDECC LAP 357

Basic Business Mathematics
Unit 2

Business Math/30
Skill Builders 7 & 8

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO ACCURATELY USE AND TRANSLATE PERCENTAGES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1703 Use and translate percentages with facility.	Give students a pre-test to determine if they have any special problems with percentages. If necessary, give students sheets of problems that deal with percentages, including translating percentages into decimals and fractions. Continue percentage problem practice as necessary.	IDECC LAP 377 Marketing Math Learning activities 30, 31 Basic Business Mathematics Unit 8 Business Math/30 Skill builders 18 & 19 Today's Business Math Section B

Mathematics

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO ACCURATELY COMPUTE SALES TAX.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1704 Compute local, state, and federal taxes which must be applied to sales.	Give students lists of sales to be added and then compute the sales tax without aid of tax charts.	IDECC LAP 360 IDECC LAP 362
	Provide copies of the Illinois State Tax Collection Schedule. Give sheets of sales totals and have students find the appropriate tax amounts.	Marketing Math Section 4, pages 112-115
1705 Read and interpret self-computing scales* that speed up mathematical precedures. (*such as tax computation charts).		Mathematics in Marketing Chapter 2
	Continue tax problems practice as necessary.	Retail Selling Chapter 10

Mathematics

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO ACCURATELY COMPUTE CUSTOMER SALES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1706 Accurately calculate the exact amount of a customer's purchase.	Provide blank sales check forms. Have students complete sales checks with sales information given in paragraph form, adding each purchase and computing sales tax and total sale. Have students make up sample customer sales situations. Then, have students exchange problems and calculate the total amount due, correctly filling out the sales checks. Check students' work for accuracy. Continue problem practice in calculating the amount of customer sales as necessary.	IDECC LAP 374 Mathematics in Marketing Chapter 2 Marketing Math Section 4 Retail Selling Chapter 11

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO CORRECTLY MAKE CHANGE AND USE THE CASH REGISTER.

What Does the Competent Marketing Employee Do?

1707
Make change quickly and accurately.

OTHER CLUSTER COMPETENCIES:

1708

Suggested Learning Activities

Give a presentation on how to make change using the count-up method. Assuming your cash register does not tell you how much change is due, use play money to demonstrate how you would make change using the count-up method. Then reverse, and let students make change.

Construct problems giving the total customer purchase, and the amount the customer pays. Have students determine the total amount of change to be given back, and the number of each coin or bill, using the least number possible in each situation.

References

IDECC LAP 386

The Cashier - Chapter 3

Checker-Cashier - Section 7

Mathematics in Marketing
Chapter 3

Marketing Math - Section 4

Retailing Principles and Practices - Part 28

Retail Merchandising
Chapter 12, A

Retail Selling
Chapters 12, 13, 14

Mathematics

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO CORRECTLY MAKE CHANGE AND USE THE CASH REGISTER.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1708 Use the cash register properly.	Show transparencies or handouts of different types of cash registers, such as full-key, ten-key and point-of-sale terminals. If cash registers are available, have students practice adding a list of prices. Explain that some types of registers require only the price of the item, and some require that you punch in the stock number, department number, etc. If a cash register is available, either at school or at their training stations, have students practice its use. If a cash register is not available, arrange for a field trip to observe and use a cash register in a business.	IDECC LAP 371 The Cashier - Chapter 3 Checker-Cashier - Section 7 Mathematics in Marketing Chapter 3 Marketing Math - Section 4 Retailing Principles and Practices - Part 28 Retail Merchandising Chapter 12, A Retail Selling Chapters 12, 13, 14
OTHER CLUSTER COMPETENCIES: 1707		

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPORTANCE OF KEEPING PROPER RECORDS OF CASH RECEIPTS AND BANK DEPOSITS TO A BUSINESS' SUCCESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1709 Maintain proper records of cash received and bank deposits to prevent losses.	Discuss with students why keeping track of the cash received is one of the most important financial functions of a business, emphasizing the fact that poor recordkeeping is a major reason for the failure of so many small businesses. Show examples of common forms used in a business and how they should be completed. Given blank sample forms and problem informational paragraphs, the students should complete the appropriate form(s) for each problem situation. Continue practice and/or discuss as necessary. Arrange for a visit to a local accounting office or bank (or other business) and observe their procedures for maintaining proper records of cash received and bank deposits.	IDECC LAP 355 Marketing Math Section 4 Checker-Cashier Section 7 Retailing Principles and Practices - Part 28 Mathematics in Marketing Chapter 3 The Cashier

Mathematics

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE RELATIONSHIP BETWEEN THE FIRM'S OPERATING EXPENSES, SALES, AND PROFITS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1710 Know that a service business firm's operating expenses include such expenses as payroll, promotional expenses, utilities, transportation, and supplies.	Have students listen to a guest speaker as he/she talks about a service business firm's operating expenses and how they relate to the sales of a business in the form of percentages of sales. Divide students into small groups based on occupational interest. Have students interview business owners or managers about operating expenses and controlling operating expenses. Each group will prepare a report and share its findings with the class.	IDECC LAP 348 Mathematics in Marketing Chapters 5 - 8 Retail Merchandising Chapter 15 Today's Business Math Unit 3

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO EXPLAIN PRICING'S EFFECT ON CUSTOMERS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1752 Understand how prices psychologically affect customers.	Have students prepare a written report on psychological pricing methods and their effect on customers' buying habits. Invite a local business manager to speak to the class on how pricing may psychologically affect customers. Divide students into pairs or small groups and arrange for each group to visit a local business manager and discuss the method(s) he/she uses to set prices on the business' services and why that method is used. Each group should share its findings with the class. Have students visit five different businesses and observe the prices of the business' services to see if psychological pricing methods are being used.	IDECC LAP 397 Retailing Principles and Practices - Part 65 General Merchandise Retailing Chapter 14 Retail Merchandising Chapter 10

Merchandising

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN WHY A BUSINESSPERSON MUST KEEP INFORMED OF COMPETITIVE CONDITIONS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1751 Be aware of competitors' services, prices, and advertising. 413	Divide students into pairs or small groups and have each group visit three local service businesses, compare the competitive conditions that exist between them, and prepare a report discussing these conditions and how businesses can keep informed of competitive conditions. Each group should share its report with the class. Have students visit a local business manager and discuss how he/she keeps informed of competitive conditions and the importance of doing so. Students should share their findings with the class. From selected readings and/or interviews, have each student prepare a short written report on the role of competition in serving customers and how businesspeople may keep informed of competitive conditions in their market areas and the industry as a whole.	IDECC LAP 438 General Merchandise Retailing Chapter 14 Retail Merchandising Chapter 6, A Retailing Principles and Practices - Part 68 Salesmanship Fundamentals Chapter 18 414

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DISCUSS THE IMPORTANCE OF LEARNING AND FOLLOWING BUSINESS POLICIES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1801 Knowledge of the rules and regulations of business procedures concerning employee policies, such as lunch hours, dress regulations, tardiness and absences, personal use of the telephone, etc.	Discuss with students why management must set forth rules and regulations for employees to follow. Discuss the advantages to both employer and employees. Invite a local business representative to speak to students about common business policies and procedures and the importance of setting forth rules for employees to follow. Secure a copy of the policy manual from a local service business. Have students study the manual and answer study guide questions regarding various rules and procedures. Have each student record information regarding business hours, lunch and break periods, dress regulations, absences, and other business rules at his/her training station to discuss with the class.	Human Relations in Business Chapters 3, 4 Retailing Principles and Practices - Part 4 Retail Merchandising Chapter 5 Fundamentals of Selling Chapter 7 Retail Selling Chapter 6 Salesmanship Fundamentals Chapter 22

Operations

Cluster Instructional Objective:

IN SIMULATED BUSINESS SITUATIONS, THE STUDENT WILL BE ABLE TO DEMONSTRATE A PROPER METHOD OF HANDLING AND RECORDING CUSTOMER PAYMENTS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1802 Handle and record customer payments of bills.	Lecture to students on the procedures to be followed in properly handling and recording customer payment of bills, showing examples of common forms used on transparencies. Prepare and distribute handouts outlining the procedures to be followed in properly handling and recording customer payment of bills, including sample forms commonly used in the process. Invite a representative from a local business to speak to the class on his/her business' method of recording customer payments. Later, go over the main points of the speaker's presentation and discuss in class any variations that may occur in different types of businesses. Given sample credit forms and a list of transactions, students should demonstrate a proper method of handling and recording customer payment of bills. Evaluate students' work and discuss any errors, continuing practice as necessary.	IDECC LAP 600 IDECC LAP 680 Business Principles and Management - Chapter 16 Retail Selling Chapters 12, 13

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO LIST TEN DIFFERENT TYPES OF INFORMATION WHICH A BUSINESS MIGHT CHECK AS A CUSTOMER'S REFERENCES IN APPLYING FOR CREDIT.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1803 Follow through on references given by credit applicants.	In a class discussion, have students list references they would use in checking on a business customer's credit application, writing each on a blackboard or transparency as it comes up in the discussion. Invite a local business representative to speak to the class on the ways his/her business checks potential credit customers before extending credit. Have students ask for credit applications from two different local businesses. Divide students into small groups to brainstorm the possible information a business could use from the applications to check on customers' suitability for credit.	IDECC LAP 596 Business Principles and Management - Chapter 16 Customer Services Chapter 3 Selling Today Chapter 17 Retailing Principles and Practices - Part 28 Selling Principles and Methods - Chapter 6

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE HOW PROPER MAINTENANCE OF THE BUSINESS AFFECTS CUSTOMER SALES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1804 Attitude that a well-kept store or business is a primary means of attracting and holding business.	After students have read selected references, have them write a brief essay on the advantages of a neat, well-kept store or business. Have students brainstorm a list of advantages of a neat, well-kept store or business. Write each on a blackboard or transparency as it is named and discuss. Have students interview two business managers, two salespeople, two customers, and ask them to point out what they feel are the advantages of a neat, well-kept business. Students should share their findings and compare for similarity or contrast.	IDECC LAP 750 Fundamentals of Selling Chapter 5, B Retail Merchandising Chapter 3, E Retail Selling Pages 68 - 71 Retailing Principles and Practices - Parts 31, 32

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO EXPLAIN HOW CONTROLLING EXPENSES HAS A DIRECT IMPACT ON THE BUSINESS' PROFITS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1805 Believe that careful use of supplies will help control expenses.	Divide students into small groups. Each group should develop a list of expenses and their effect on profit and then brainstorm a list of ways in which employees can help to control expenses. Groups can then share their ideas with the class.	IDECC LAP 618 IDECC LAP 619 Retail Merchandising Chapter 15, C
	Invite a guest speaker to explain to students the effect of expenses on business profits and how employees can help to control expenses.	Fundamentals of Selling Chapter 12, E Marketing and Distribution Unit 11
	Provide case studies regarding controlling of expenses for students to read and discuss. Mathematical problems can be included for students to work.	Marketing in Action Chapter 18 Retailing Principles and Practices - Part 48

Operations

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DISCUSS ACCIDENT PREVENTION AND HOW TO HANDLE ACCIDENTS AND EMERGENCIES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1806 Know how to take care of employees' and customers' accidents.	Invite a business representative to speak to the class on what to do when accidents occur in a business and what emergency equipment should be available in the business.	IDECC LAP 660 IDECC LAP 1164 Retail Merchandising Chapter 4, D
1807 Know the location of fire extinguishers and other emergency equipment.	Have each student visit a local business (or training station) to determine the business' policies and recommended procedures to follow in case of customer or employee accidents, first aid procedures taught to employees, and location of emergency equipment. Students should prepare a written report for the instructor and present an oral report to the class.	Retail Selling Page 74 What Every Supervisor Should Know - Chapter 15
	Have students prepare a paper in which they list and explain: 1) the four steps to follow if a customer accident occurs, 2) the four steps to follow if an employee accident occurs, 3) first aid procedures commonly used.	

Product/Service Technology

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE WHY A CONTINUOUS TRAINING AND RETRAINING PROGRAM IS DESIRABLE FOR A BUSINESS.

What Does the Competent Marketing Employee Do?

1851
Believe that a continual program of training and retraining employees with service knowledge must be carried out.

Suggested Learning Activities

Have students complete an attitudinal survey regarding training and retraining programs for business employees. Afterwards, discuss with students why a continuous training program is desirable for all types of businesses.

Invite a business representative to speak to the class on the importance of training and retraining business employees with up-to-date service information.

After reading one or more of the references, have students write a brief essay on "Why a continuous training program is desirable for a business."

References

IDECC LAP 580

What Every Supervisor Should Know - Chapter 13

Supervision: The Direction of People at Work
Chapters 17, 18

Management-Minded Supervision
Chapter 8

Business Principles and Management - Chapter 21

Product / Service Technology

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO EXPLAIN WHY FAMILIARITY WITH TRADE JOURNALS AND OTHER PUBLICATIONS WILL SUPPLEMENT SERVICE KNOWLEDGE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1852 Attitude that reading trade journals and other publications will supplement service knowledge learned on the job.	Lead a class discussion on why reading trade journals and other business publications will supplement the service knowledge an employee learns on the job. Invite a business representative to speak to the class on how trade journals and business publications helps him/her supplement service knowledge learned on the job. Have students obtain and bring to class a copy of a trade journal or other business publication about their field of interest. After reading the publication, each student should write a paragraph explaining how it could supplement an employee's knowledge about that field of interest.	IDECC LAP 581 Selling Today Chapter 8 What Every Supervisor Should Know - Chapter 35 Management-Minded Supervision Chapter 2

Product/Service Technology

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO LIST AT LEAST TEN PRIVATE AND/OR GOVERNMENTAL CONSUMER PROTECTION AGENCIES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1853 Know the various agencies that give protection to the customer.	As a research project, have students develop a list of private and governmental agencies that protect customers in their buying. Invite a Better Business Bureau or Chamber of Commerce representative (or other business representative) to speak to the class on private and governmental consumer protection agencies. Schedule and show a film to the class on consumer protection agencies and how they protect customers in their buying.	IDECC LAP 524 Free Enterprise in the U.S. - Chapter 22 Modern Business Chapter 19 Elements of Business Chapter 18 Business Principles and Management - Chapters 2, 4

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DESCRIBE THE IMPORTANCE OF SELLING AS AN OCCUPATION.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1901 Believe that selling contributes to the well-being of customers.	Have each student list five ways the selling process contributes to the well-being of customers. Then, students should select one and write a dialogue for a sales presentation that points out this benefit. Have students write a brief essay on how the selling process contributes to the well-being of customers. Afterwards, have a class discussion in which students share their ideas. Have students ask at least ten customers who have just purchased a service at a local business this question: "What personal satisfaction do you hope to realize from this sales transaction?" Students should record responses and share them in a class discussion.	IDECC LAP 921 Salesmanship Fundamentals Chapter 1 Retail Selling Chapter 1 Basic Selling Chapter 1 Selling Principles and Practices - Chapter 1 Principles of Creative Selling - Chapter 1

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL CONVEY AN INTEREST IN THE SERVICES (AND PRODUCTS) BEING SOLD.

What Does the Competent Marketing Employee Do?

1902
Have a strong interest in the service (and any product) being sold.

OTHER CLUSTER COMPETENCIES:

1903
1904

Suggested Learning Activities

Discuss with students the importance of salespeople having a strong interest in the service (or product) they sell.

Provide case studies in which salespeople show enthusiasm or disinterest in the service they sell and the effect on customers, business image, and profits. Students should read and discuss each.

Let students give a brief sales presentation for a service of their choice. The class should evaluate each presentation for interest and enthusiasm for the service shown during the presentation.

References

IDECC LAP 922

Basic Selling
Chapter 5

Retail Merchandising
Chapter 11

Retail Selling
Chapters 17, 22

Fundamentals of Selling
Chapters 6, 9

Retailing Principles and Practices - Part 8

Salesmanship Fundamentals
Chapter 5

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL CONVEY AN INTEREST IN THE SERVICES (AND PRODUCTS) BEING SOLD.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1903 Feel that the customer needs the service being offered. OTHER CLUSTER COMPETENCIES: 1902 1904	Divide students into groups according to service interest. Have each group brainstorm a list of possible buying motives customers might have when they go to purchase its particular service. Have students choose a service they are interested in and write a brief essay in which they explain why customers _need_ the service. Divide students into debate teams and let them debate the usefulness of several services provided by businesses to customers.	IDECC LAP 919 Basic Selling Chapter 5 Fundamentals of Selling Chapters 6, 9 Salesmanship Fundamentals Chapter 5 Retail Merchandising Chapter 11 Retail Selling Chapters 17, 22 Retailing Principles and Practices - Part 8

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL CONVEY AN INTEREST IN THE SERVICES (AND PRODUCTS) BEING SOLD.

What Does the Competent Marketing Employee Do?

1904
Know the selling features of services (and products) offered.

OTHER CLUSTER COMPETENCIES:

1902
1903

Suggested Learning Activities

Lead a class discussion or invite a guest speaker to talk to the class about the importance of knowledge of the selling features of services (and products) that the business handles.

Have each student select a service and list all the selling features of that service. Students should explain why each feature is important to the salesperson selling that service.

At their next service purchase, have students observe what selling features the salesperson gives them about the service. Students should write up the sales as it took place, list the selling features brought out in the salesperson's presentation, and determine whether or not the salesperson was adequately informed about the service.

References

IDECC LAP 827

Salesmanship Fundamentals
Chapter 9

Basic Selling
Chapter 4

The Retail Salesperson
Chapter 4

Fundamentals of Selling
Chapter 6

Retail Selling
Chapter 17

Selling Today
Chapter 8

Principles of Creative
Selling - Chapter 7

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE SUCCESS OF A BUSINESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1905 Realize that today's customer chooses the business where shopping conditions are most pleasant. OTHER CLUSTER COMPETENCIES: 1906 1907 1908	Have students brainstorm a list of business characteristics that contribute to pleasant shopping conditions, writing each on a blackboard or transparency. In a second column, list those characteristics that could result in unpleasant shopping conditions. Utilizing the characteristics named above, develop a checklist for students to use when visiting at least five businesses to rate their shopping conditions. Students should discuss their findings in class.	IDECC LAP 936 Fundamentals of Selling Chapters 4, B, C, D Retail Merchandising Chapter 3, E Retailing Principles and Practices - Part 23 Creative Selling Chapter 3 Retail Selling Chapters 19, 30 Selling Principles and Practices - Chapter 8

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE SUCCESS OF A BUSINESS.

What Does the Competent Marketing Employee Do?

1906
Attitude that one should give the best customer service with the customer always first in mind.

OTHER CLUSTER COMPETENCIES:

1905
1907
1908

Suggested Learning Activities

Discuss with students the importance of always keeping the customer first in mind in all types of business situations. Discuss examples of situations and alternative solutions.

Given business situations regarding customer service and three alternative solutions, students should check the solution they consider most appropriate, then justify their decision, in writing, below each situation.

References

IDECC LAP 957

Customer Services

Retail Selling
Chapter 8, D

Retail Merchandising
Chapter 5

Fundamentals of Selling
Chapter 7

Retailing Principles and
Practices - Parts 31, 59

Selling Today
Chapters 6, 17

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE SUCCESS OF A BUSINESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1907 Realize that customer loyalty can be built with friendly service. OTHER CLUSTER COMPETENCIES: 1905 1906 1908	Ask students to write the following terms in two columns on a sheet of paper: customer loyalty and friendly service. Below each term, have students identify business characteristics and/or personnel traits that are needed to accomplish each. Have students write a brief essay on "How customer loyalty can be built with friendly service." Evaluate responses and share in a class discussion. Invite a local business manager to speak to the class on the ways that customer loyalty can be built and common problems in retaining customer loyalty. Have students select two businesses in the community (with which they are familiar) that they think offer friendly service. Students should write a description of the service each business provides and other good qualities they feel the business and/or its personnel possess.	IDECC LAP 828 The Retail Salesperson Chapter 1 Basic Selling Chapter 9 Retail Merchandising Chapter 5 Retail Selling Chapter 30 Human Relations in Business - Chapter 5 Selling Today Chapters 6, 17

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO RELATE PROPER CUSTOMER TREATMENT TO THE SUCCESS OF A BUSINESS.

What Does the Competent Marketing Employee Do?

1908
Treat customers with courtesy even though they don't buy in the hope that they will return to buy at a future date.

OTHER CLUSTER COMPETENCIES:

1905
1906
1907

Suggested Learning Activities

Discuss with students how a salesperson can use courtesy in selling 1) when approaching the customer, 2) during the sales presentation, and 3) in attempting to build goodwill for the business. Discuss how a salesperson must remain courteous to a customer who doesn't buy in order to encourage the customer to return to the business.

Invite an experineced slaesperson to speak to the class on "Handling a customer who doesn't buy." The speaker should explain the different reasons why a customer may not buy and how the salesperson should handle these situations in order to encourage the customer to return to the business.

Give the students a sheet of selling situations involving the different reasons why a customer doesn't buy at a particular time. Students should prepare written responses describing how the salesperson can use courtesy to encourage the customers to return to the business at a later date.

Have students role-play the above selling situations.

References

IDECC LAP 880

Retail Selling
Chapters 8, 18

Retail Merchandising
Chapter 11, E

Fundamentals of Selling
Chapter 9, E

Salesmanship Fundamentals
Pages 280, 303-304

Retailing Principles and
Practices - Page 80

Selling Today
Chapter 6

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE AN ABILITY TO HANDLE DIFFERENT CUSTOMER TYPES.

What Does the Competent Marketing Employee Do?

1909
Realize that each customer is an "individual."

OTHER CLUSTER COMPETENCIES:

1910
1911

Suggested Learning Activities

Discuss with students what they should notice when studying customers, such as general appearance, age, facial expression, manners, actions, and conversation. Also, discuss the factors that make customers different from one another, such as career interest, background, health, education, hobbies, temperament, financial status, etc.

Have students divide into small groups and discuss what differences they have noticed in customers and why customers should be treated as individuals.

Invite an experienced salesperson to speak to the class about factors for salespeople to consider when analyzing customers and the importance of recognizing each customer as an individual.

References

IDECC LAP 918

Practical Human Relations
Chapter 3

Selling Today
Chapters 4, 9

Retail Selling
Chapter 18

Retail Merchandising
Chapter 11

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE AN ABILITY TO HANDLE DIFFERENT CUSTOMER TYPES.

What Does the Competent Marketing Employee Do?

1910
Ability to handle individual differences in customers.

OTHER CLUSTER COMPETENCIES:

1909
1911

Suggested Learning Activities

Discuss with students the different types of customers--how to recognize types and how they should be handled. Students can relate any experencies they have had dealing with different types of customers.

Provide case studies regarding different customer types for students to read, and discuss how the different customer types were handled.

Have students participate in role-playing situations in which they must demonstrate their ability to handle individual differences in customers.

References

IDECC LAP 810

Practical Human Relations
Chapter 3

Selling Today
Chapters 4, 9

Retail Selling
Chapter 18

Retail Merchandising
Chapter 11

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL DEMONSTRATE AN ABILITY TO HANDLE DIFFERENT CUSTOMER TYPES.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1911 Ability to tactfully handle different customers.	Invite an experienced salesperson to speak to the class on how to tactfully handle difficult customers.	IDECC LAP 897 Selling Today Chapter 15 Principles of Creative Selling - Chapters 14, 16
	Develop case problems regarding sales situations involving difficult customers. Students can either propose solutions in writing and turn in for evaluation, or share their ideas orally in a class discussion.	
OTHER CLUSTER COMPETENCIES: 1909 1910	Divide students into pairs and let each pair develop and present a role-playing situation in which a salesperson tactfully handles a difficult customer. A few pairs should show a poorly handled situation for discussion purposes.	

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL SHOW A GENUINE INTEREST IN EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

1912
Skill in remembering customers' names when serving them.

OTHER CLUSTER COMPETENCIES:

1913
1914

Suggested Learning Activities

Discuss with students these steps for remembering names:

1) Show interest - really want to remember.
2) Really observe the face - remember it with the name.
3) Get the name right and repeat it.
4) Find an association - visualize it with the outstanding characteristic you remember about each customer.
5) Review the name, visualize the face and write the name down.

Discuss why it is important for business employees to be able to remember names.

Many large corporate firms give a name-face association test to sales applicants. If possible, obtain one to give to students. If not, you can make up you own by assigning names to a page of photographs. Students are given several minutes to review the photos and names, then must match the names with the scrambled photos on another page.

References

IDECC LAP 862

Basic Selling
Chapter 5

Salesmanship Fundamentals
Chapter 14

Selling Today
Chapter 11

Principles of Creative
Selling - Chapter 9

Selling
Chapter 4

Fundamentals of Selling
Chapter 9

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL SHOW A GENUINE INTEREST IN EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

1913
Skill in remembering personal information about individual customers.

OTHER CLUSTER COMPETENCIES:

1912
1914

Suggested Learning Activities

Discuss with students these five basic concepts to remember about customers:

1) customer's name
2) customer's likes and dislikes
3) where customer lives
4) where customer works
5) something with which you can associate the customer--a characteristic, hobby, special interest, kind of car or clothes, etc.

Discuss why it is important for a business employee to be able to remember personal information about customers.

Have students role-play a sales situation. Other students should evaluate the salesperson's ability to remember personal information about individual customers by asking these questions:

1) Did the salesperson get the customer's name?
2) Did the salesperson establish the customer's likes and dislikes?
3) Did the salesperson ask where the customer lived?
4) Did the salesperson ask where the customer worked?
5) Were any special interests or hobbies established?
6) Was the information gained used successfully by the salesperson?

References

IDECC LAP 865

Basic Selling
Chapter 5

Salesmanship Fundamentals
Chapter 9

Selling Today
Chapter 11

Principles of Creative Selling - Chapter 9

Selling
Chapter 4

Fundamentals of Selling
Chapter 9

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL SHOW A GENUINE INTEREST IN EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

1914
Show a sincere interest in customers and their problems.

OTHER CLUSTER COMPETENCIES:

1912
1913

Suggested Learning Activities

Have students brainstorm a list of ways that salespeople can demonstrate their interest in customers, writing each way on a blackboard or transparency as it comes up in the discussion.

Divide students into pairs and have each pair develop and present a role playing situation demonstrating the value of salespople having a sincere interest in customers and their problems. Students should discuss each demonstration--whether the salespeople effectively handled each situation or how they could improve.

Provide case problems regarding salesperson/customer relations. Students should prepare written responses, describing at least one way to show interest in each customer's problem. Evaluate responses and go over problems in a class discussion.

References

IDECC LAP 867, 920

Retail Selling
Chapter 21

The Retail Salesperson
Chapter 1

Retail Merchandising
Chapter 11

Basic Selling
Chapter 5

Fundamentals of Selling
Chapter 9, A

Salesmanship Fundamentals
Chapter 14

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO SELECT A SUITABLE APPROACH FOR EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

1915
Attitude that customers should be approached promptly and not be kept waiting.

OTHER CLUSTER COMPETENCIES:

1916
1917

Suggested Learning Activities

Discuss with students why customers should be approached promptly and not be kept waiting. Have students relate experiences they have had in businesses where they were angered by being kept waiting and left the business without making a purchase.

Provide case situations showing the importance of prompt, courteous approaches. Students should answer these questions about each situation:

1) Did the salesperson approach the customer at the right time? Why or why not?
2) Did the salesperson approach the customer in a courteous manner? Why or why not?
3) How could the situation have been better handled?

Divide students into pairs and let each pair plan and present a role-playing situation regarding a prompt, courteous approach (or lack of). Discuss each situation after its presentation.

References

IDECC LAP 942

Fundamentals of Selling
Chapter 9, A

Retail Merchandising
Chapter 11, C

Salesmanship Fundamentals
Chapter 13

Retail Selling
Chapter 20

Retailing Principles and Practices - Part 7

The Retail Salesperson
Chapter 2

Basic Selling
Chapter 5

General Merchandise Retailing
Chapter 13

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO SELECT A SUITABLE APPROACH FOR EACH CUSTOMER.

What Does the Competent Marketing Employee Do?

1916
Know the customer approaches which may be used when opening a sale.

OTHER CLUSTER COMPETENCIES:

1915
1917

Suggested Learning Activities

Discuss with students the four basic customer approaches which may be used to open a sale:

1) Greeting approach
2) Service approach
3) Merchandise approach
4) Combination approach.

Have each student observe ten salespeople. Students should record the types of approaches they hear the salespeople use and how the salespeople demonstrate each approach. Students should then share their findings with the class.

References

IDECC LAP 812

Fundamentals of Selling
Chapter 9, B

Retail Merchandising
Chapter 11, C

Retail Selling
Chapter 20

Retailing Principles and
Practices - Part 7

The Retail Salesperson
Chapter 2

Basic Selling
Chapter 5

General Merchandise Retailing
Chapter 13

Selling Principles and
Practices - Chapter 12

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO SELECT A SUITABLE APPROACH FOR EACH CUSTOMER.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1917 Open a sales conversation with a suitable statement or remark.	Have students choose ten services (or products) sold at their training stations* and write a suitable opening statement for each. (*or a business of their career interest) Have students take turns acting as customers and salespeople in role-playing situations. The salesperson should open the sales conversation with a suitable statement or remark. Other students should discuss and evaluate each approach.	IDECC LAP 869 Fundamentals of Selling Chapter 9, B Retail Merchandising Chapter 11, C Retail Selling Chapter 20 Retailing Principles and Practices - Part 7 The Retail Salesperson Chapter 2 Basic Selling Chapter 5 General Merchandise Retailing Chapter 13 Selling Principles and Practices - Chapter 12
OTHER CLUSTER COMPETENCIES: 1915 1916		

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO HELP CUSTOMERS MAKE A BUYING DECISION.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1918 Determine customers' wants and desires during sales.	Develop a series of case problems. Students should use the information contained in each case problem to develop a list of "needs and wants to be considered" and "techniques to be used to determine needs and wants," such as listening, questioning, observing, etc. Students should turn in papers for evaluation and/or share their ideas in a class discussion. Have students participate in role-playing situations which demonstrate the techniques of determining a customer's wants and desires during a sale. Other students should evaluate each "salesperson's" ability to recognize or determine the customer's needs and ability to judge the customer's reactions and adapt to them.	IDECC LAP 870 Selling Today Chapter 13 Principles of Creative Selling - Chapter 13 Salesmanship Fundamentals Chapter 10 Fundamentals of Selling Chapter 9 The Retail Salesperson Chapter 1 Retail Selling Chapters 21, 22 Retail Merchandising Chapter 11
OTHER CLUSTER COMPETENCIES: 1919 1920 1921		

Selling

Cluster Instructional Objective:

IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO HELP CUSTOMERS MAKE A BUYING DECISION.

What Does the Competent Marketing Employee Do?

1919
Ability to question, observe and listen in order to complete a successful sale.

OTHER CLUSTER COMPETENCIES:

1918
1920
1921

Suggested Learning Activities

Discuss with students these observation techniques:

1) Watch for what the customer is looking at
2) Study the customer to gather information that might help bring the sale to a close
3) Do not appear to be snooping
4) Know when the customer appears to be looking for more specific activities.

Have students take turns role-playing customers and salespeople demonstrating good observation techniques during a sale.

Discuss with students these questioning techniques to use during a sales presentation:

1) Make your questions short.
2) Make your questions easy to answer.
3) Make your questions impersonal.
4) Ask questions freely.
5) Make use of evasive answers.
6) Use questions which will get a positive response from the customer.

Have students take turns role-playing customers and salespeople demonstrating good questioning techniques during a sale.

(Continued on following page.)

References

IDECC LAP 884

Retail Selling
Chapter 21

Retailing Principles and
Practices - Part 25

Communications in Marketing
Chapters 1, 2

Salesmanship Fundamentals
Chapters 6, 15

Retail Merchandising
Chapter 11

Selling Today
Chapter 13

Principles of Creative
Selling - Chapter 13

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO HELP CUSTOMERS MAKE A BUYING DECISION.

What Does the Competent Marketing Employee Do?

1919 - Continued

Suggested Learning Activities

Discuss with students these listening techniques:
1) Stop talking
2) Put the talker at ease
3) Show the talker that you want to listen
4) Remove distractions
5) Empathize with the talker
6) Be patient
7) Hold your temper.
8) Go easy on argument and criticism
9) Ask questions.

Have students observe at least five selling situations in three different stores. Students should evaluate each salesperson's effectiveness in listening, observing, and questioning customers to aid them in successfully completing their sales by asking themselves these questions:
1) Were any of the observation, listening, or questioning techniques you have studied present in this salesperson's presentation? Which ones?
2) Did the salesperson make effective use of what they observed or heard during this selling situation?
3) Did you see or hear anything the salesperson missed or ignored that you feel may have helped them successfully complete the sale? What?

References

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO HELP CUSTOMERS MAKE A BUYING DECISION.

What Does the Competent Marketing Employee Do?

1920
Know the ways to help a customer make a buying decision.

OTHER CLUSTER COMPETENCIES:

1918
1919
1921

Suggested Learning Activities

Discuss with students what makes customers decide to buy in terms of rational or emotional buying motives. List two products on the blackboard and have students suggest reasons why different people would want to buy each service (or product).

Invite an experienced salesperson to speak to the class about the five buying decisions a customer must make before making a purchase:

1) WHY should I buy?
2) WHAT type, brand, or style should I buy?
3) WHERE should I buy?
4) HOW MUCH should I pay?
5) WHEN should I pay?

Then, the speaker should discuss methods of stimulating buying decisions during a sales presentation.

Given case problem situations, students should explain in writing at least two ways to stimulate the sale in each situation. Discuss responses.

Have students take turns role-playing an indecisive customer and a salesperson. The salesperson should try to help the customer make a buying decision. Other students should discuss and evaluate each presentation.

References

IDECC LAP 811, 891

Fundamentals of Selling
Chapter 9, E

Salesmanship Fundamentals
Chapter 10

Retail Selling
Chapter 21, 22

Retailing Principles and
Practices - Part 61

The Retail Salesperson
Chapter 5

Retail Merchandising
Chapter 11

Principles of Creative
Selling - Chapters 13, 14

Selling Today
Chapter 13

Selling

Cluster Instructional Objective: IN SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO HELP CUSTOMERS MAKE A BUYING DECISION.

What Does the Competent Marketing Employee Do?

1921
Use suggestion selling in situations where customers are unfamiliar with the services offered.

OTHER CLUSTER COMPETENCIES:

1918
1919
1920

Suggested Learning Activities

Invite an experienced salesperson to speak to the class on how to increase sales by using suggestion selling. Students should take notes for later discussion and reference.

Have each student ask five salespeople from at least three different businesses these questions:

1) What type of suggestion selling do you find most successful when serving customers?
2) Do you feel you are helping the customer when you use suggestion selling or do you feel like you are using high pressure selling? Why?
3) What are your feelings about the value of suggestion selling?
4) What are some key phrases you use when introducing a suggestion?

Students should record responses and share their findings in a class discussion.

Have students take turns role-playing customers and salespeople in sales situations. The salesperson should demonstrate how to use suggestion selling in the sales presentation. Other students should discuss and evaluate each presentation.

References

Fundamentals of Selling
Chapter 12, A

Salesmanship Fundamentals
Chapter 17

Retail Selling
Chapter 25

Retailing Principles and
Practices - Part 27

Creative Selling
Chapter 3

The Retail Salesperson
Chapters 10, 11

Selling Principles and
Practices - Chapter 16

Principles of Creative
Selling - Chapter 19

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO SENSE AND HANDLE CUSTOMER OBJECTIONS DURING A SALE.

What Does the Competent Marketing Employee Do?

1922
Sense a customer's objections and handle them as effectively as possible.

OTHER CLUSTER COMPETENCIES:

1923

Suggested Learning Activities

Have students brainstorm a list of objections that might be made about a business' 1) policies, and 2) services. List objections in two columns on a blackboard or transparency as they come up in the discussion.

Invite an experienced salesperson to speak to the class on the different types of objections a customer may have and how to handle and overcome each with respect.

References

IDECC LAP 874

Fundamentals of Selling
Chapter 10, B

Salesmanship Fundamentals
Chapter 15

Selling Today - Chapter 15

Principles of Creative
Selling - Chapter 16

Selling
Chapter 11

Retail Selling
Chapter 23

The Retail Salesperson
Chapters 6, 7

Basic Selling
Chapter 7

Selling Principles and
Practices - Chapter 14

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO SENSE AND HANDLE CUSTOMER OBJECTIONS DURING A SALE.

What Does the Competent Marketing Employee Do?

1923
Realize that customers' objections must be handled and overcome with respect.

OTHER CLUSTER COMPETENCIES:

1922

Suggested Learning Activities

Given a series of case situations involving customer objections, students should explain (in writing) how to handle and overcome the customer's objection in each situation. After evaluating students' responses, discuss each situation.

Have students take turns role-playing customers and salespeople in sales situation. The salesperson should demonstrate how to handle and overcome the customer's objection with respect. Other students should discuss and evaluate each situation.

References

IDECC LAP 926

Fundamentals of Selling
Chapter 10, B

Salesmanship Fundamentals
Chapter 15

Selling Today
Chapter 15

Principles of Creative
Selling - Chapter 16

Selling - Chapter 11

Retail Selling
Chapter 23

The Retail Salesperson
Chapters 6, 7

Basic Selling
Chapter 7

Selling Principles and
Practices - Chapter 14

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY CLOSE A SALE.

What Does the Competent Marketing Employee Do?

1924
Determine when and how to close a sale.

OTHER CLUSTER COMPETENCIES:

1925
1926
1927
1928

Suggested Learning Activities

Discuss with students the principles to observe in closing a sale, including:

1) Have a positive attitude
2) Make it easy for the prospect to act
3) Know when to close
4) Display self-confidence
5) Hold off giving the price
6) Help the customer to concentrate
7) Avoid negative closings.

Invite an experienced salesperson to speak to the class about ways in which a salesperson may be able to detect buying signals in a customer, examples of buying signals that a customer might give to salespeople, and closing techniques that a salesperson may use to effectively close a sale. The speaker should demonstrate closing techniques for various selling situations, asking the instructor or student volunteers to assist in role-playing these selling situations.

Provide case problems dealing with sales situations Discuss the examples of buying signals present in these situations which tell the salesperson when to close the sale. Discuss also the methods which could be used to close the sale in each situation.

Have students take turns acting as customers and salespeople in role-playing situations. The salesperson should demonstrate how to effectively close a sale. Other students should discuss and evaluate each presentation.

References

IDECC LAP 820, 895

Selling Today - Chapter 16

Retail Selling
Chapter 24

Salesmanship Fundamentals
Chapter 16

Retailing Principles and
Practices - Part 9

The Retail Salesperson
Chapters 8, 9

Basic Selling
Chapter 8

Selling Principles and
Practices - Chapter 15

Principles of Creative
Selling - Chapter 18

Selling

Cluster Instructional Objective: IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO CLOSE A SALE.

What Does the Competent Marketing Employee Do?

1925
Know the procedures involved in conducting a cash sale transaction, and efficiently handle the transaction.

OTHER CLUSTER COMPETENCIES:

1924
1926
1927
1928

Suggested Learning Activities

Explain and demonstrate the steps a salesperson should follow when conducting a cash sale transaction.

Have students take turns acting as salespeople, while you make a purchase acting as a customer. Use play money and a cash register, if possible. Have other students observe whether each salesperson followed all steps.

Have students observe the procedures the salesperson follows when they make a cash purchase at a local business. Immediately following the purchase, students should determine whether the salesperson followed all steps.

FOR ADDITIONAL LEARNING ACTIVITIES regarding cash sale transactions, refer to competencies 1707, 1708, and 1709 in "Mathematics" section.

References

IDECC LAP 813, 890

Retail Selling
Chapter 12

Retail Merchandising
Chapter 12, A

Retailing Principles and
Practices - Part 10

Checker-Cashier
Section 7

Mathematics in Marketing
Chapter 3

The Cashier
Chapter 3

Marketing Math
Section 4

Selling

Cluster Instructional Objective: IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO CLOSE A SALE.

What Does the Competent Marketing Employee Do?

1926
Know the procedures involved in conducting a charge sale transaction, and efficiently handle the transaction.

OTHER CLUSTER COMPETENCIES:

1924
1925
1927
1928

Suggested Learning Activities

Discuss with students the procedures involved in conducting a charge sale transaction. Show examples of charge forms and charge plate forms used by local businesses, explaining how to complete each.

Have selected students ask three salespeople from different businesses these questions:

1) What are the kinds of charges made by your business?
2) What charge plates are honored by this business?
3) What are the limits on the charge plates, and how does the business secure authorization for the plates?
4) How many steps are used in charge sales? (Itemize.)

Students should record responses and obtain sample charge forms used by each business and prepare a report to share with the class.

Have student observe the procedures the salesperson follows when they make a charge purchase at a local business.

References

IDECC LAP 814, 815

Retail Selling
Chapter 13

Retail Merchandising
Chapter 12, A

Retailing Principles and
Practices - Parts 10, 28

Customer Services
Chapters 2, 3

Selling

Cluster Instructional Objective: IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO CLOSE A SALE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1927 Handle charge plates during a charge sale transaction. OTHER CLUSTER COMPETENCIES: 1924 1925 1926 1928	Invite a salesperson from a local store to speak to the class about handling charge sales, demonstrating how to use a charge plate machine. If possible, let groups of students practice using the charge plate machine. Borrow a charge plate machine from a local business and give a presentation on how to use it. Afterwards, let students practice using the charge plate machine. If it is not possible to use a charge plate machine at school, arrange for a field trip to a business. A salesperson or manager can explain and demonstrate how to use the machine.	IDECC LAP 889 Retail Selling Chapter 13 Retail Merchandising Chapter 12, A Retailing Principles and Practices - Parts 10, 28 Customer Services Chapters 2, 3

Selling

Cluster Instructional Objective: IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY CLOSE A SALE.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1928 Properly complete saleschecks.	On transparencies, show students samples of salescheck forms used by local businesses. Discuss information location points and their purposes. Provide students with sample sales check forms and a list of customer purchases. Students should correctly complete a salescheck for each transaction. Evaluate students' work and continue practice as needed.	IDECC LAP 819, 898 Retail Selling Chapter 11 Retail Merchandising Chapter 11, E Retailing Principles and Practices - Part 10 Mathematics in Marketing Chapter 2
OTHER CLUSTER COMPETENCIES: 1924 1925 1926 1927	FOR ADDITIONAL LEARNING ACTIVITIES regarding the correct completion of saleschecks, refer to competencies 1704, 1705, and 1706 in the "Mathematics" section.	

Selling

Cluster Instructional Objective:

IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY HANDLE CUSTOMER COMPLAINTS.

What Does the Competent Marketing Employee Do?

1929
Handle customer complaints according to the business' policy.

OTHER CLUSTER COMPETENCIES:

1930
1931

Suggested Learning Activities

Discuss with students these five steps of a general model business policy for handling customer complaints:

1) Listen to the facts.
2) Restate the major facts.
3) Follow course of action or get someone with authority to continue handling complaint.
4) Provide a friendly explanation of the course of action.
5) Follow-up on the complaint to avoid future complaints of this nature.

Have students report the general policies for handling customer complaints at their training stations or a business they are familiar with. Compare procedures between businesses.

Have students take turns role-playing a complaining customer and salesclerk. Other students should discuss each role-play and evaluate the salesclerk's ability to handle the complaint.

References

IDECC LAP 823

Fundamentals of Selling
Chapter 12, E

Retail Merchandising
Chapter 12, D

Customer Services
Chapter 5

Human Relations in Business
Chapter 5

Selling

Cluster Instructional Objective: IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY HANDLE CUSTOMER COMPLAINTS.

What Does the Competent Marketing Employee Do?

1930
Realize that a customer's complaint is an excellent opportunity to build goodwill.

OTHER CLUSTER COMPETENCIES:

1929
1931

Suggested Learning Activities

Invite a local business manager or an experienced salesperson to speak to the class on "Building goodwill when handling customer complaints."

Provide students with case problems involving customer complaints. Students should explain, in writing, how they would handle each complaint in a manner that will build goodwill.

References

IDECC LAP 927

Fundamentals of Selling
Chapter 12, E

Retail Merchandising
Chapter 12, D

Customer Services
Chapter 5

Human Relations in Business
Chapter 5

Selling

Cluster Instructional Objective: IN ACTUAL OR SIMULATED SELLING SITUATIONS, THE STUDENT WILL BE ABLE TO EFFECTIVELY HANDLE CUSTOMER COMPLAINTS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1931 Attitude that the customer--by his/her very act of complaining--is giving the business an opportunity to correct a possible fault in its operation. OTHER CLUSTER COMPETENCIES: 1929 1930	Have each student interview three salespeople to determine types of customer complaints that they have handled, the ways in which they were handled, and how the information was used to prevent future complaints. Students should prepare a written report for the instructor and share their findings in a class discussion. Provide students with case problems involving customer complaints. Students should discuss how each complaint should be handled, and how to correct the business' operation so that the complaint will not recur.	IDECC LAP 937 Fundamentals of Selling Chapter 12, E Retail Merchandising Chapter 12, D Customer Services Chapter 5 Human Relations in Business Chapter 5

Selling

Cluster Instructional Objective:

THE STUDENT WILL BE ABLE TO DESCRIBE THE SALESPERSON'S ROLE IN PUBLIC RELATIONS.

What Does the Competent Marketing Employee Do?

1932
Realize the importance of public relations to the salesperson's position.

Suggested Learning Activities

Have students write a paper in which they:
1) Define business public relations.
2) Describe the salesperson's role in business public relations.
3) Give examples of public relations activities at their training stations or other local businesses.

Invite a large business manage to speak to the class about public relations in business, including any public relations training given to his/her business employees.

Have students complete a handout containing these questions:
1) List two businesses where you enjoy to shop because of the businesses' employees.
2) What do these employees do to make your shopping enjoyable?
3) Do the businesses perform any public relations activities that influence you decision to shop there? What activities?

Students should then use the same form to question five customer, prepare a report, and share their findings with the class.

References

IDECC LAP 933

Retailing Principles and Practices - Part 70

Basic Retailing
Chapter 9

Retail Selling
Chapter 8

Fundamentals of Selling
Chapter 2

Human Relations in Business

Human Relations in Marketing

Selling

Cluster Instructional Objective: THE STUDENT WILL BE ABLE TO DESCRIBE WHY CONTINUAL SALES TRAINING IS IMPORTANT TO BUSINESS SUCCESS.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
1933 Believe that one should take advantage of sales training opportunities.	Invite the local community college mid-management program coordinator to speak at a DECA meeting on the importance of additional sales training beyond high school. A successful past-DECA member would also be a good speaker. Invite a business representative to speak to the class on sales training programs provided by his/her business and the importance of continual sales training to business success. Have students write a brief essay on two areas of additional sales training that is available to them after completion of their D.E. program, and how this training would aid them in reaching their career goal. Have selected students interview a business manager about the training programs offered by the business, and how the manager feels about continual sales training and its contribution to the success of the business.	IDECC LAP 944 Principles of Creative Selling - Chapter 3

APPENDIX I

ADVISORY COMMITTEE

APPENDIX

ADVISORY COMMITTEE

1) Ms. Bonnie Owens
Century 21, House of Realty, Inc.
600 Eastgate Drive
Carbondale, IL 62901 Ph. (618) 529-3521

2) Mr. Todd Miller
Director of Education, Illinois Association of Realtors
Illinois Realtors Plaza
Springfield, IL 62703 Ph. (217) 529-6758

3) Mr. John Huser
Marketing Management Program
Illinois Central College
East Peoria, IL 61635 Ph. (309) 694-5383

4) Ms. Shirley Meyer
Goss Realty, Inc.
Westown Mall
Carbondale, IL 62901 Ph. (618) 457-8177

5) Mr. Steve James
Lincoln Realtors
724 E. Nouman
Centralia, IL 62801 Ph. (618) 532-0402

6) Ms. Karen Hasara
National Academy of Real Estate
2425 Stevenson Drive
Springfield, IL 62703 Ph. (217) 529-4199

7) Ms. Deborah Weinberg
Affiliated Realty and Mortgage Company
875 North Michigan Avenue
Chicago, IL 60611 Ph (312) 337-3780

8) Ms. Mary Martin
Marco Realty
108 W. Main
Greenville, IL 62246 Ph. (618) 664-1616

APPENDIX continued

9) Ms. Lois Batson
Dog Grooming
1300 Butternut
Greenville, IL 62246 Ph. (618) 664-2772

10) Ms. Evelyn Reynolds
Tax Return Preparation
208 E. Main
Greenville, IL 62246 Ph. (618) 664-0715

11) Mr. Duane Lualler
Accountant
101 Fifth Street
Vandalia, IL Ph. (618) 283-1165

12) Ms. Mary Ann Kresin
Art Studios and Services
230 N. Michigan
Chicago, IL 60611 Ph. (312) 782-5866

13) Mr. William Budslick
Budslick Management Consultants
Murdale Shopping Center
Carbondale, IL 62901 Ph. (618) 457-5312

14) Mr. Greg Meredith
Meredith Funeral Home
300 S. University
Carbondale, IL 62901 Ph. (618) 457-4139

15) Ms. Carol King
Career Associates, Inc.
206 W. College
Carbondale, IL 62901 Ph. (618) 529-4411